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ABSTRACT

In response to a request by the United States Department of Justice, the Institutional Research and Development Unit, Training Division, of the Federal Bureau of Investigation, undertook a long-term comprehensive analysis of state and local law enforcement training needs throughout the United States. A study was developed to: (1) determine the type and extent of any state and local law enforcement training needs as perceived within the context of their individual organizational missions and environments; (2) identify any differences in the nature of the training needs at the various demographic levels of relevance; and (3) provide training needs information which would facilitate the design of any Federal Law Enforcement Training programs developed to meet state and local law enforcement agencies' needs. This document, a technical report of the study, includes an introduction, review of the literature, detailed discussion of methodology, report findings and conclusions, a list of references, 13 tables, and 6 figures. Also included are appendices supplying survey materials, the follow-up letter, and rank order listing for 12 activities. (JMK)

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U.S. Department of Justice
Washington, D.C.

State and Local Law Enforcement Training Needs in the United States

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Volume II: Technical Report

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STATE AND LOCAL LAW ENFORCEMENT TRAINING NEEDS IN THE UNITED STATES

VOLUME II: TECHNICAL REPORT

A Research Study

Institutional Research and Development Unit

Training Division

Federal Bureau of Investigation

Quantico, Virginia

October, 1983

FBI/DOJ

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INTRODUCTION

In response to a request by the U.S. Department of Justice, the Institutional Research and Development Unit, Training Division, Federal Bureau of Investigation, undertook a long-term comprehensive analysis of state and local law enforcement training needs throughout the United States. This study is entitled the "Nationwide Law Enforcement Training Needs Assessment."

The U.S. Department of Justice presently offers several forms of financial assistance in support of the training of state and local law enforcement officers. However, since financial resources for this purpose have become increasingly limited, they must be allocated in the most efficient and effective manner possible. Department of Justice and Federal Bureau of Investigation staffs concurred that the utilization of a training needs assessment approach for determining the priority areas in law enforcement training offered several advantages. First, this procedure would facilitate the proper allocation of training resources. It would also provide information of value in the formulation of a Federal strategy for assisting state and local training efforts throughout the 1980's. Moreover, when combined with other information on current law enforcement training, needs assessment data could be used as a basis for the identification of strengths

and weaknesses within existing programs. Finally, training needs assessment information would be in a form which could be readily utilized by state and local police training authorities for curricular planning and program design.

The recommendation to initiate this study appeared in a March 1981, report entitled An Evaluation of Department of Justice Law Enforcement Training Provided to State and Local Police, published by the Evaluation Staff, Justice Management Division, Department of Justice. The Department of Justice report recognized the importance of being able to determine how well state and local training needs and Department objectives were met by Federal Law Enforcement Training programs (U.S. Department of Justice, 1981). It was also recognized that a comprehensive training needs assessment would be requisite to such a determination.

In order to best respond to the U.S. Department of Justice request that the training needs of state and local law enforcement agencies be identified and prioritized, the following primary objectives were established.

1. To determine the type and extent of any state and local law enforcement training needs as perceived within the context of their individual organizational missions and environments,

2. to identify any differences in the nature of the training needs at the various demographic levels of relevance,

3. to provide training needs information which would facilitate any Federal Law Enforcement Training programs developed to meet the needs of the state and local law enforcement agencies,

4. to reassess training needs on a regular basis, and

5. to accommodate future survey and analysis efforts, such as:

   a. modifying the survey instrument in such a manner as to effectively monitor any changes which may occur in the tasks required to carry out law enforcement responsibilities,

   b. determining and comparing the different perceptions of training needs as viewed by the various institutions throughout the criminal justice field, and

   c. projecting future training needs.

Objectives 1, 2 and 3 are the immediate concern of this report. Objectives 4 and 5 are designed to assist the U.S. Department of Justice by producing information which will facilitate the continued development of a comprehensive training strategy for the 1980's and will be dealt with in subsequent reports. Objectives 1, 2 and 3 are discussed below.

Determine the Type and Extent of any State and Local Law Enforcement Training Needs

For the purpose of this project, the term "training need" is defined as a gap between what law enforcement personnel perceive as the level of expertise needed to carry out law enforcement responsibilities in an optimum manner and what they perceive as the level of expertise currently possessed by law enforcement officers. A "training needs assessment," then, is a formal process which:

1. identifies the gaps,
2. prioritizes the gaps, and
3. selects the highest priority gaps for action.

After careful review of needs assessment and job analysis literature, the Institutional Research and Development project staff concluded that a needs assessment based solely on size of gap would provide insufficient information for prioritizing law enforcement training needs. As a result, data were collected not only on the size of the gap that existed for specific job tasks/activities, but also on the amount of time spent performing each task/activity and on the amount of harm which would most likely result from inadequate performance of the task/activity.

As implied by the definition, training needs are a function of the capabilities of personnel within a given organization in the context of the organization's mission and the environment in which the organization operates. Because of this, the needs assessment questionnaire (Inventory Booklet) was designed to facilitate the collection of training needs data in the context of these realities. This was accomplished in two ways. First, questions soliciting information regarding the background of the respondent and the law enforcement agency itself were asked. Statistical analyses of training needs data were organized around this information so that the needs of similar agencies could be assessed without clouding the results by including the training needs data of agencies which differed in terms of agency type or size, etc. Second, the three basic training needs assessment questions themselves (amount of time, amount of harm, and size of gap) were carefully worded in the Inventory Booklet to collect data only for sworn officers working in each responding agency, as opposed to sworn officers in general.

Identify any Differences in Training Needs

In the early stages of project planning, it was recognized that no single prioritization of training

needs would be likely to provide information appropriate for resource allocation, state and local training strategy formulation, etc. As a result, this study was designed to allow for the anlysis of data by:

- Agency type (Municipal Police, Sheriff, etc.),
- Agency size, and
- Geographic location of the agency.

The Findings section of this report describes state and local training needs from several perspectives in order to facilitate the Department of Justice's policy and budgetary decisionmaking process regarding training programs for these agencies.

Provide Training Needs Information which would Facilitate the Design of Federal Law Enforcement Training Programs

It is generally accepted that training programs can be most effectively designed and delivered when they group related job activities. Because of this, the specific job tasks, duties and characteristics appearing in the survey booklet have been broken down into seven major job categories:

1. Common,
2. Detective/Juvenile/Vice,

3. Patrol,

4. Intelligence,

5. Drug Enforcement,

6. Traffic, and

7. Other.

This allows any training needs to be identified and prioritized at two levels:

1. individual job tasks/activities and

2. major job categories.

By providing training needs information at both levels of specificity, the designers of any Federal Law Enforcement Training curricula have available a more comprehensive data base within which effective and efficient programs may be designed.

Scope of the Needs Assessment

In this initial phase of the project, the needs assessment is restricted to those tasks/activities required to carry out the field operations function. Field operations is comprised of patrol, traffic, detective, juvenile, vice, intelligence, and drug enforcement activities. (Eldefonso, Coffey, and Grace, 1974).

Field operations was selected as a focus over other major categories such as administrative services and support/auxiliary services, because it commands a major proportion of agency human resources. In fact, the vast majority of the agencies responding to the survey indicated that between 80% and 100% of their sworn officers were engaged in field operations. Thus, field operations appears to provide the highest potential for effectively utilizing law enforcement training resources.

REVIEW OF LITERATURE

Numerous techniques for conducting training needs assessments were investigated prior to determining the particular approach to be used in this study. In addition, the methodologies employed in conducting law enforcement job studies and the results of a number of these studies were reviewed.

Training Needs Assessment

Training needs assessment, as the term is used in this study, can best be understood when viewed within the broader context of general needs identification within organizations. Kaufman and English (1976, p. 20) described a need as a "documented gap or difference between the results we are currently achieving and the results we wish to achieve." Utilizing this foundation, they defined needs assessment as a "formal collection of the gaps, the placing of the gaps in priority order, and selecting the gaps of highest priority for action and resolution" (Kaufman and English, 1976, p. 20). In later writings Kaufman and English (1979), further described the concept of needs assessment in terms of gaps which exist in organizational inputs, processes,

products, outputs, and outcomes. Examples of these five characteristics applied to law enforcement are:

1. Inputs (sworn and civilian personnel, equipment and facilities);
2. Processes (allocation of resources, deployment of personnel);
3. Services (citizens assisted, crimes prevented, traffic injuries prevented);
4. Outputs (safer and more pleasant communities); and
5. Outcomes (increased quality of life and increased productivity in the society as a whole).

Within this input/outcome model of organizational functioning, Kaufman and English (1979) envisioned a possible taxonomy consisting of six types of needs assessments:

1. ALPHA needs assessment is characterized by an emphasis upon gaps at the outcome level.
2. BETA needs assessment involves an analysis of gaps in products and processes and the identification of possible means of reducing the gaps.
3. GAMMA needs assessment is concerned with determining the most efficient and effective utilization of processes and inputs in order to provide outputs.
4. DELTA needs assessment is used to determine gaps in prespecified measures of organizational or program performance for the purpose of efficient and effective resource management.

5. EPSILON needs assessment looks at discrepancies between organizational objectives and results in terms of outputs and outcomes.

6. ZETA needs assessment is concerned with an on-going monitoring of the input through output stages of the process, with feedback provided to management to facilitate decision-making regarding appropriate program modifications.

Depending on the level of analysis and the way in which programs are defined, a training needs assessment can be seen to relate to one or more of Kaufman's types of general needs assessments. Kaufman (1972) also noted that the determination of needs is never final and complete; thus emphasizing that needs, training or otherwise, should be assessed periodically to reflect changes brought about by turnover of employees, shifts in organizational mission, and advances in technology.

There is a variety of methods available for actually conducting training needs assessments. The U.S. Civil Service Commission (1961) published a description of the interview, testing, questionnaire, group problem analysis, performance review, and records and reports study methods of training needs determination along with instructions regarding their implementation. After an extensive review of needs analysis literature, Newstrom and Lilyquist (1979) outlined 12 training needs

assessment methods and compared them using a scale of high, moderate, or low in terms of five criteria:

1. Incumbent involvement,
2. Management involvement,
3. Time required,
4. Cost, and
5. Relevant, quantifiable data.

Using this approach only five methods: assessment centers, performance appraisals, performance documents, questionnaire surveys and inventories, and skills tests were rated high in terms of their ability to elicit relevant quantifiable data. In considering all five criteria, Newstrom and Lilyquist concluded that, all things considered, survey questionnaires and performance appraisals appeared to be the most effective methods available.

More recently, Austin, Brannon, and Pecora (1981) summarized six approaches to assessing training needs:

1. Organization Performance Analysis is a program evaluation oriented approach which centers on the quality and quantity of services provided to an organization's clients, identifies organizational performance problems, and works backward to identify those organizational performance problems which can be effectively dealt with through training.

2. The Critical Incidents approach is a form of performance appraisal which focuses on specific job behaviors (critical incidents) which have been found to make the difference between success and failure in carrying out a job.

3. Testing is a third approach to training needs assessment. Written tests can be used to measure worker ability to perform a job task by measuring knowledge of how the task should be performed. However, it may be difficult, and is sometimes impractical, to develop valid written tests for determining worker knowledge. Proficiency tests, in which the worker carries out a sample of the actual task to be accomplished, offer a potential solution to the written test dilemma.

4. The Key Informant approach gathers information about organizational problems and staff training needs from persons who are knowledgeable about the performance of the organization and its staff, but who are not part of the organization. This approach is resource efficient and allows needs to be assessed from an external perspective. However, users of this approach must avoid bias introduced through improper selection of interviewees. Because of the possibility that interview data may not overlap, the approach does not lend itself to the prioritization of training needs.

5. In the Knowledge-Based Survey approach, workers indicate their desire for training in any of a list of job knowledge areas. In some cases workers will also indicate the importance of training in particular knowledge areas for improving job performance. The Knowledge-Based Survey approach

is job related, can be designed to facilitate statistical analysis of data, and allows for prioritization of training needs. However, it produces a training needs picture which is based on worker wants rather than worker inability to perform specific tasks.

5. The Worker Ability/Characteristic approach focuses on the degree to which worker level of ability hinders job performance. This approach defines training needs in terms of worker inability to perform specific tasks, allows for prioritization of training needs, and facilitates statistical analysis of the data. When using the Worker Ability/Characteristic approach, researchers should be aware of the potential bias on the part of respondents.

A Perceived Differences approach to training needs assessment was suggested by Phillips (1974), Seppala (1978), and Breitler and Phillips (1982). This approach focuses on the difference between a worker's present level of ability to carry out job activities and the level of ability needed to carry out those activities at some specified quality/quantity standard. This approach is similar to the Worker Ability/Characteristic approach except that, rather than asking respondents to estimate the size of their knowledge/skill gap in terms of the degree to which their level of ability hinders their work, they are asked to describe their level of ability in performing specific activities. This information is then

compared to the required level of ability for each of the specific activities as defined by the worker or the worker's supervisor. Other writers have similarly listed and/or categorized techniques and methods of training needs assessment (Lerda and Cross, 1962; Lippitt, McCune, and Church, 1964; Johnson, 1967; Morano, 1973; Witkin, 1977; and Friedman and Mann, 1981).

There has been considerable overlap among the training needs assessment methods reviewed. In fact, Lee's (1973) observation that the literature provided little in the way of criteria to bond the area of needs assessment into a comprehensive whole is still somewhat valid. Nevertheless, categorizations and ratings of methods, such as those reviewed above, are of value when developing a training needs assessment design to fit a specific situation. For example, since the purpose of this study is to facilitate improvement in the job performance of law enforcement officers, the literature suggests following Sarthory's (1977) advice and basing training needs on knowledge/ability gaps (as in the Worker Ability/Characteristic and Perceived Differences approaches) rather than on worker desires (as in the Knowledge-Based Survey approach).

Training needs assessments always run the risk of identifying organizational needs which cannot be addressed through training. This is true simply because

not all organizational problems result from a lack of knowledge or skill on the part of workers or managers. Mager and Pipe (1973), among others, have offered a variety of processes for identifying the more important organizational problems and distinguishing between those caused by skill/knowledge deficiencies (training problems) and those which result from factors not amenable to training.

Law Enforcement Job Studies

Numerous methodologies have been used to examine both the content and characteristics of jobs, and/or the behavioral demands placed on workers. The more common methods include the Position Analysis Questionnaire, Job Elements Approach, Critical Incidents Technique, Functional Job Analysis and several forms of Task Surveys/ Inventories. Descriptions of the various methods are well documented in the job analysis literature (McCormick, 1979). To date, the Task Inventory method of job analysis has been most frequently used in law enforcement because of its potential for systematically identifying and describing the tasks, knowledges, skills and abilities required of the occupation.

Many law enforcement job analysis and training needs assessment studies have been conducted in recent years. One of the most comprehensive, in terms of scope, was the Systems and Training Analysis of Requirements for Criminal Justice System Participants (STAR) project. This study had a National perspective and was funded jointly by Federal, state and local law enforcement agencies (Smith, Pehlke, and Weller, 1976). The purpose of the project was to develop "attitudes and behavior which will enable criminal justice personnel and the public to achieve the goals and objectives of the criminal justice system more effectively." (California, 1974, p. 4). The study identified 33 general tasks performed by police officers. These tasks, while relevant to the jobs of state and local law enforcement officers, were considered to be less specific than necessary for use in the Nationwide Law Enforcement Training Needs Assessment.

More specific statements regarding the law enforcement officer's job were located in studies conducted from a statewide or municipal perspective. The studies which provided a basis for the task/activity statements used in this training needs assessment include those conducted or sponsored by: the New York City Police Department (New York, 1970); the New York State Police (New York, 1976); the Georgia Peace Officers Standards and Training Council (Georgia, 1977); the Texas Commission

on Law Enforcement Officer Standards and Education (U.S. Department of Justice, 1978); the Michigan Law Enforcement Officers Training Council (Personnel, 1979); the Department of Personnel of the City of Philadelphia (Thornton and Rosenfeld, 1979); the Pennsylvania Municipal Police Officers' Education and Training Commission (Pennsylvania, 1981); the Illinois Local Governmental Law Enforcement Officers Training Board (Illinois, 1981); the Maryland Police and Correctional Training Commission (Maryland, 1981); the North Carolina Justice Academy (Jordan, 1982); the Board of Trustees of the Maine Criminal Justice Academy (Maine, 1982); and the Commonwealth of Virginia (Virginia, 1982).

METHODOLOGY

The Nationwide Law Enforcement Training Needs Assessment approach to assessing training needs for the Nation's state and local law enforcement officers finds its foundation in the needs assessment and job analysis research reviewed. The approach can best be described as an inventory based, Job Task oriented, Worker Ability/ Characteristics approach.

This approach was selected because it has a job performance orientation to training needs assessment. As a result, a reduction in the size of identified gaps has a high probability of translating directly into improved law enforcement performance. In addition, the approach collects data on worker inability to perform in a manner which avoids psychometric difficulties introduced by using difference scores. Finally, the approach lends itself to the use of Likert-type responses making possible the statistical analysis of the data provided by thousands of responding agencies. The respondent bias sometimes associated with this approach should be minimized since respondents were not asked to rate themselves, but rather, to rate officers in their agency as a group. In addition, respondents were not asked to identify themselves or their agencies on the response forms. Survey instruments were specifically directed at chiefs and

sheriffs or their designees with the explanation that the respondent should be knowledgeable regarding field operations activities at the agency level.

The methodology followed in this study is consistent with Isaac and Michael's (1974) five steps for conducting developmental research:

1. State objectives,
2. Review literature,
3. Design approach,
4. Collect data, and
5. Evaluate data and report results.

This approach is deemed appropriate since the purpose is to investigate changes in the characteristics of a given population over time. The approach will facilitate the accomplishment of the project's short- and long-term objectives.

Development of Activities and Job Categories

In the Spring of 1982, the 12 law enforcement job/task analysis studies listed in the Review of Literature were selected to provide a comprehensive, working list of state and local law enforcement activities. A total of 2,973 activities appeared in these studies. These activities were reviewed by project staff members experienced in local law enforcement and job task analysis,

resulting in the elimination of 657 activities which were not common to most agencies (e.g., issuing snowmobile operator's licenses) and 1,308 activities which were duplicates. Of the remaining 1,008 activities, 683 activities were selected as being representative of field operations, the primary focus of the study.

The 683 field operations activities, being drawn from numerous studies, were inconsistent in terms of level of specificity and format. In order to remedy this situation, project staff successively reviewed the 683 activities, setting aside those which were too specific or too general and, where possible, combining related activities into single statements. Each activity was then stated in a consistent verb/noun format. To the resultant 111 activities were added 17 activities drafted by the Planning and Evaluation Staff at the Drug Enforcement Administration. The Drug Enforcement Administration activities were designed to gather training needs information of relevance to that organization. The combined list of 128 activities was reviewed for completeness by two panels, each consisting of five practicing law enforcement officers from different municipal and county police departments, sheriff's departments, and state police agencies across the country. Based on the panel's suggestions, a slightly modified list of 127 activities was produced.

The final list was then incorporated into a draft questionnaire and sent, in October of 1982, to the following organizations for review and comment:

- Bureau of Education Research, University of Virginia*,
- International Association of Chiefs of Police,
- National Association of State Directors of Law Enforcement Training,
- National Sheriffs' Association,
- U.S. Department of Justice, Drug Enforcement Administration, and
- U.S. Department of Justice, Justice Management Division.

On completion of their review, the draft was further modified based on suggestions made by these organizations. The resulting draft questionnaire was then formalized as the Nationwide Law Enforcement Training Needs Assessment Inventory Booklet (see Appendix A). In its final form it contained 13 questions intended to allow the determination of how training needs differ by agency type, size, and other demographic classifications, and solicited three types of information regarding each of the 127 activities:

*The Bureau of Education Research, University of Virginia, acted as a consultant to Institutional Research and Development staff during the survey design, data collection, and data analysis phases of the study.

1. The size of the gap between the level of knowledge/skill sworn officers should have in a given activity and the level of knowledge/skill they actually have.

2. The amount of harm which would most likely result from inadequate performance of the activity.

3. The amount of time sworn officers in the agency spend performing the activity.

Further, as discussed in the Introduction, it was considered advantageous to conduct the training needs analysis on two levels of specificity: activities and job categories. The approach chosen was to assign each of the 127 activities to one of seven separate job categories. These were entitled: Common, Detective/Juvenile/Vice, Patrol, Intelligence, Drug, Traffic, and Other based on their general makeup.

Survey Instrument Design

In addition to the determination of the content of the survey instrument, an examination of six alternative survey instrument designs was conducted in order to determine if the manner in which the questions were phrased or the order in which they were asked would affect the outcome. All six designs were based on the following concepts:

- Training needs can be viewed as gaps between the level of knowledge/skill sworn officers should have in order to perform a given activity and the level of knowledge/skill sworn officers actually have regarding the activity.

- Training needs cannot be meaningfully prioritized based on gap alone because it may be more beneficial to reduce the size of a relatively small gap in an activity of great importance to the job than to reduce a somewhat larger gap in an activity of very little importance to the job.

- Importance to the job is composed of at least two factors: time spent performing the activity and the amount of harm which would most likely result from inadequate performance of the activity.

- The size of the gap, the time spent, and the harm caused by inadequate performance for a given activity may differ from one agency to another due to differences in environment and organizational mission.

The differences in the six questionnaire designs centered around the manner in which data were gathered regarding the size of the gap for an activity and the importance of the activity to the job. Four designs employed two questions to determine gap size (<u>needed</u> or <u>appropriate</u> level of knowledge/skill regarding the activity as compared to the <u>present</u> level of knowledge/skill) and one question to determine the importance of the activity to the job. The fifth design asked one

question regarding gap and one regarding importance. The sixth design asked one question regarding gap and two regarding importance (amount of time spent performing the activity and amount of harm which would most likely result from inadequate performance of the activity).

During July 1982, the six forms of the questionnaire were randomly distributed to 250 state and local law enforcement officers attending the 130th Session of the FBI National Academy. Demographic data gathered from these individuals showed them to have characteristics quite similar to those of the intended survey population. That is, they were experienced law enforcement officers holding managerial positions in state and local agencies throughout the Nation. The elimination of responses from foreign students, improperly completed forms, etc., left 226 usable forms (90.4%) for comparison purposes.

Respondent comments indicated no differences in their perceptions of the ease with which the various forms were completed. An examination of internal consistency using Cronbach's coefficient alpha resulted in uniformly high (.92 - .94) values. Based on this, it was determined that no format was preferable over any of the others in terms of internal consistency. Forms 1 through 4, because of their two question approach to

determining the magnitude of the gap, required the calculation of difference scores in order to determine gap size. Difference scores have been shown to contain a higher proportion of error than either of the component scores from which they are derived (Thorndike and Hagen, 1977). Because of this difficulty, and since there was no evidence that Forms 1 through 4 held any advantages over Forms 5 or 6 which might outweigh the difference score disadvantage, Forms 1 through 4 were removed from consideration.

Form 5 differed from Form 6 in that Form 6 solicited importance information by asking two questions commonly used in job analysis questionnaires: time spent performing the task and the consequences of inadequate performance; while Form 5 attempted to gather the same information by asking only one question. Form 6 was selected over Form 5 because the solicitation of importance information using the time and inadequate performance questions was more compatible with standard job analysis procedures and offered a greater potential for further analysis.

Reliability

Once a survey design was selected for use in the study, additional analyses were conducted to determine the form's reliability. Reliability was viewed from two perspectives:

1. the reliability of the instrument as a whole in consistently prioritizing activities, and
2. the precision with which the true mean score for each activity for groups of agencies in the population is predicted using the instrument.

One way to determine the reliability of rating instruments is to correlate the ratings of different but interchangeable raters (Guilford, 1954). In order to determine its interrater reliability, the questionnaire was administered to two groups (total n = 50) of students attending the 131st Session of the FBI National Academy in September 1982. These practicing state and local law enforcement officers were demographically similar to one another and to the intended sample and could reasonably be considered to be interchangeable. A Spearman Rank Order Correlation (r_s) of the task prioritization produced by the two groups yielded an r_s of .87 with $p < .001$. This high level of agreement between independent raters indicated that two groups of similar law enforcement

officers would respond in a manner which would result in highly similar task prioritizations.

In order to estimate the stability of the questionnaire, the two groups of National Academy students were administered the questionnaire at two different times. A time interval of one week between administrations was considered sufficient because of the length and complexity of the instrument. However, due to a last minute class scheduling change, 27 of the 50 subjects completed their forms on two successive days, while the other 23 were able to maintain the one week separation between administrations. Stability was determined by correlating the activity prioritization produced by the respondents' completion of the first administration with the activity prioritization produced by their completion of the second administration using r_s. Since there were two different time intervals between administrations for the two parts of the sample, the rank order correlation between the first and second administrations was determined for each group and then for both groups together. The results are shown in Table 1.

TABLE 1

TEST-RETEST RELIABILITY IN RANK ORDERING OF ACTIVITIES

	n	r_s	Significance
One Day Interval	27	.92	$p < .001$
One Week Interval	23	.87	$p < .001$
Combined	50	.92	$p < .001$

Correlation methods are not the only approach to determining survey instrument reliability. The reliability of other statistical indices, such as means, can be used to estimate the probability that the true value of the measure obtained from an infinite number of measures of the same universe will fall within a certain range of values (Brown, 1976). The range of values within which would fall the true composite score for each activity for groups of law enforcement agencies in the population was determined by computing confidence intervals for the composite values for each of the 127 activities. (Composite score composition is discussed below under Data Analysis.) Intervals were calculated at the .05 level of confidence using the data provided by 7,334 responding agencies whose questionnaires had been completed and returned by May of 1983. The size of the confidence intervals for the mean activity composite values ranged from ± .06

around the mean composite value of 9.96 ($9.89 \leq \bar{x} \leq 10.02$) for Activity 7 to ± .10 around the mean composite value of 18.15 ($18.05 \leq \bar{x} \leq 18.25$) for Activity 32. The mean confidence interval size was ± .08 around a grand mean composite value for all 127 activities of 17.53 ($17.45 \leq \bar{x} \leq 17.61$). (Mean activity composite values ranged from 9.96 for Activity 7 to 23.44 for Activity 118.) These narrow confidence intervals are, in great part, a result of the large absolute size of the sample, in conjunction with the use of the standard error of the mean when determining interval sizes. In summary, it is clear that the reliability of the instrument is also acceptable when viewed in terms of the precision with which the sample means for individual activities estimate the true mean values for those activities for state and local law enforcement officers as a group.

Validity

Cronbach (1970) lists four types of validity: content, predictive, concurrent, and construct. An instrument which is content valid is representative of the universe of activities it is intended to measure. Content validity is particularly important for proficiency measures (French and Michael, 1966) and, therefore, for training needs assessment measures. The content validity

of the Inventory Booklet rests on the systematic process used for its development. Care was taken during the development of the questionnaire to ensure that its content was representative of the universe of activities it was intended to measure. The questionnaire development process, described at the beginning of this section, was conducted in a manner consistent with that suggested by French and Micahel (1966), Cronbach (1970), and Popham (1975). After development, the Inventory Booklet was submitted to the previously named law enforcement professional organizations, university consultant, and Federal Government agencies for review. The questionnaire was found to be content valid.

Concurrent and predictive validity, while of potential relevance to the project, are not requisite to the identification of current training needs. In addition, their establishment requires the existence of some independent criterion (such as a measure of performance for sworn officers) with which responses to the survey instrument can be correlated. No generally accepted independent criteria exist which are consistent for all law enforcement officers and applicable Nationwide.

Empirical validation of the construct validity of the interaction among the time, harm, and gap components was not established, again due to the lack of appropriate independent criteria. However, the assumptions

which underlie the construct (namely, that the ratings for time, harm, and gap will vary depending on the type and size of the agency responding) were tested empirically by hypothesizing the direction of differences in mean scores for sheriffs versus municipal police and for agencies with 500 or more sworn officers versus agencies with fewer than 500 sworn officers. Eighteen cases involving time, harm, and/or gap scores for activities 7, 8, 13, 50, 52, 54, 60, 98, 106, and 116 were selected and the type of agency expected to have the highest mean score identified. In all 18 cases, the results were as predicted, providing some empirical support for the construct. Determination of construct validity will be pursued in more depth in future administrations of the questionnaire.

Survey Recipients

Survey packets containing the questionnaire, Response Booklet, and related materials were mailed to 16,144 state and local law enforcement agencies across the Nation. These organizations constituted all agencies in the data base of the Uniform Crime Reporting Section of the Federal Bureau of Investigation (U.S. Department of Justice, 1981), with the exception of college and university police, which were not considered to be part

of the population for this study. Agencies with fewer than 500 sworn officers were each sent one survey packet. A total of 103 agencies with 500 or more sworn personnel were contacted by telephone prior to the survey. The project team and agency representatives determined the number of questionnaire packets required by each agency in order to provide a representative picture of each organization. These large agencies were provided with between five and 100 survey packets each. Except for the large agencies, different ratios of number of questionnaires to agency size, measured in terms of number of sworn officers, do not result in over- or under-sampling for this study since the unit of interest is the agency, not individual law enforcement officers. As a precaution however, large agency responses were combined and analyzed separately, where appropriate, to avoid the possibility of unduly influencing the results.

Survey Distribution and Return

In December of 1982, agencies were notified of the pending study. This was accomplished with the cooperation of the International Association of Chiefs of Police (1982) and the National Sheriffs' Association (1982) through their publishing of announcements regarding the survey in The Police Chief and The National Sheriff.

The survey packets (Appendix A) were mailed to 16,144 agencies during February 1983. Survey packets were self-explanatory. Each contained the following materials:

- Cover letter signed by the Director of the Federal Bureau of Investigation,
- Introductory message for the Chief Executive Officer,
- Nationwide Law Enforcement Training Needs Assessment Inventory Booklet,
- Nationwide Law Enforcement Training Needs Assessment Response Form,
- Nationwide Law Enforcement Training Needs Assessment Comment Form, and
- Postage-paid return envelope.

In early March 1983, agencies were sent letters thanking them for their participation and requesting responses from those which had not yet responded. The letter was designed as a brochure which allowed agencies whose survey packets had been misplaced to request a replacement by refolding the letter and placing it in the mail. (See Appendix B.)

Of the 16,144 agencies supplied with survey packets, 7,294 (45.2%) provided usable responses. This overall response rate was greatly influenced by the very low rate of return of small law enforcement agencies. As shown in Table 2, only 14.7% of the agencies with one to

four sworn officers responded, while the response rate for agencies with five to nine sworn officers was 54.7%. The response rate for agencies with 10 or more sworn officers averaged 75.3%. The highest rate of response (98.1%) came from agencies with 500 or more sworn personnel. It is important to note that the 7,294 agencies responding represent 90.0% of all sworn state and local law enforcement officers in the Nation.

TABLE 2

RESPONSE RATE BY SIZE OF AGENCY

Agency Size Category (Sworn Officers)	Agencies Contacted	Agencies Providing Usable Responses	Response Rate in %
500 or More	103	101	98.1
200 - 499	165	145	87.9
100 - 199	340	308	90.6
50 - 99	708	546	77.1
40 - 49	365	304	83.3
30 - 39	629	475	75.5
20 - 29	1,139	858	75.3
10 - 19	2,450	1,706	69.6
5 - 9	2,936	1,606	54.7
1 - 4	7,309	1,073	14.7
Unknown	-----	172	----
All Agencies	16,144	7,294	45.2

Because of the difference in rate of response, considerably more confidence can be placed in the findings for agencies with 10 or more sworn officers than in the findings for agencies with nine or fewer sworn officers. However, the high correlation between the training needs of agencies with nine or fewer sworn officers with the training needs of agencies with 10 - 19 sworn officers ($r = .97$) and with the training needs of agencies with 20 - 29 sworn officers ($r = .95$) is consistent with the correlations between adjacent agency size groupings for which the rate of return is acceptable. Because of this, the results of this report should remain of value in describing state and local law enforcement training needs for agencies in the nine or fewer sworn officer category.

Data Analysis

Response and comment forms were returned by mail to the Federal Bureau of Investigation Academy, Quantico, Virginia. All comment forms returned with response booklets were dated, coded with the agency litho number, and set aside for content analysis. The returned response forms were visually checked for tears or extraneous pencil marks which might result in rejection by the optical mark reader, and were then forwarded to Federal Bureau of Investigation Headquarters and processed

by the reader. They were electronically screened to correct errors in responses to demographic questions in situations where that was possible. For example, in Block 1, forms coded with more than one position, rank, or title, as well as forms with no response to the Block were automatically coded 17, "Other", by the optical mark reader. If Block 2 was left blank, the Block was coded 5, "Other", by the optical mark reader. If Block 2 was coded with more than one area of responsibility, the optical mark reader changed the code to 6, "Any Combination of 2 thru 5". For Blocks 3 - 12, multiple responses or absence of responses were coded as zeros except for Block 9 where a blank for "Type of Agency" was coded as 7, "Other". Block 13, "State", was coded 91, "Other", if left blank.

Other data checks were conducted regarding responses to the time, harm, and gap dimensions for each of the 127 items. Blanks and multiple responses were coded 8 and 9, respectively, by the optical mark reader. During data anlysis, any response form for which more than 13 (10%) of the time, harm, or gap responses were left blank or contained multiple responses was dropped from the analysis. This 90% completion requirement resulted in 255 response booklets being set aside. These booklets represented 2.9% of the 8,655 response booklets returned.

Respondents were asked to rate each activity on three dimensions (time, harm, and gap) using a scale of 1 - 7.

The points on the 1 - 7 scale are defined as:

1. Very small or zero,
2. Small,
3. Fairly small,
4. Moderate,
5. Fairly large,
6. Large, and
7. Very large.

All 8,400 returned response forms meeting the quality control criteria were subjected to the analysis procedure described below. The same procedure was also used to analyze response forms grouped by agency type, size, etc.

Raw scores across respondents for the time dimension for Activity 1 were summed and their mean value determined. Likewise, mean raw scores for the harm and gap dimensions for Activity 1 were determined. Mean raw scores for the three dimensions for each of the other 126 activities were determined in the same way. This resulted in the creation of a 127 x 3 matrix of mean raw activity scores by time, harm, and gap. In order to

create a single composite priority score for each activity across time, harm, and gap, mean raw activity scores within the time dimension were converted to standard (Z) scores as were mean raw activity scores within the harm and gap dimensions. This replacement of raw scores by Z scores was necessary to equalize component score variability in order to eliminate unwanted distortion in the priority score (Glock, 1963). Component scores for each activity were weighted and combined as follows:

$$P = T + 2H + 3G$$

Where P = priority score,
T = time Z score,
H = harm Z score, and
G = gap Z score.

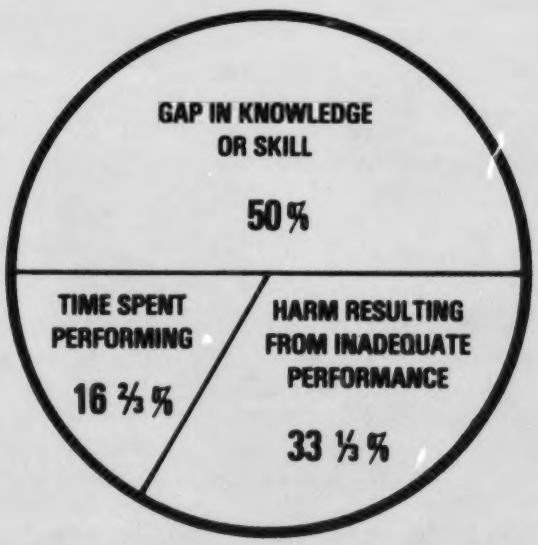
The above equation provides the definition of a training needs priority for the purpose of the study. The definition is based on the logic that a rank ordering of training needs based solely on the magnitude of the performance gap is deficient in that it ignores the importance to the job of the activity in which the gap exists. For the purpose of this study, importance to the job is defined as being comprised of the amount of time spent performing the activity and the amount of harm which would result from its inadequate performance. The weights used in the formula result from the two concepts that:

1. Importance to the job and size of the performance gap are of equal weight in prioritizing training needs.

2. Within importance to the job, harm is more critical than time.

A graphic representation of priority score composition appears in Figure 1.

Figure 1.
COMPOSITION OF PRIORITY SCORE



The product of the analysis procedure described above was a list of 127 composite scores, one for each activity. Priority scores lists were produced in this manner for each of the following 65 groupings of responses:

1. All respondent agencies;

2. Responses by type of agency:
   a. Municipal Police
   b. Sheriff's Departments
   c. County Police
   d. State Police/Highway Patrol
   e. City Transit Authority, City Port Authority, and Other;

3. Responses by size of agency (sworn officers):
   a. 1,600 & Over
   b. 800 - 1,599
   c. 400 - 799
   d. 200 - 399
   e. 100 - 199
   f. 50 - 99
   g. 40 - 49
   h. 30 - 39
   i. 20 - 29
   j. 10 - 19
   k. 5 - 9
   l. 1 - 4
   m. 500 & Over
   n. Less than 500
   o. 10 & Over
   p. Less than 10
   q. 200 - 799
   r. 40 - 199
   s. 10 - 39;

4. Responses by type and size of agency (sworn officers):
   a. Municipal Police with 500 or more sworn officers
   b. Sheriff's Departments with 500 or more sworn officers
   c. County Police with 500 or more sworn officers
   d. State Police/Highway Patrol with 500 or more sworn officers
   e. Municipal Police with fewer than 500 sworn officers
   f. Sheriff's Departments with fewer than 500 sworn officers
   g. County Police with fewer than 500 sworn officers
   h. State Police/Highway Patrol with fewer than 500 sworn officers;

5. Responses by size of population over which the agency exercises jurisdiction:
   a. 250,000 & Over
   b. 100,000 - 249,999
   c. 50,000 - 99,999
   d. 25,000 - 49,999
   e. 10,000 - 24,999
   f. 5,000 - 9,999
   g. 2,500 - 4,999
   h. 1,000 - 2,499
   i. 500 - 999
   j. 499 and less
   k. 50,000 - 249,999
   l. 10,000 - 49,999
   m. 1,000 - 9,999
   n. 9,999 and less
   o. 999 and less;

6. Responses by geographic region:
   a. New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont)
   b. Middle Atlantic (New Jersey, New York, and Pennsylvania)
   c. South Atlantic (Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, and West Virginia)
   d. East South Central (Alabama, Kentucky, Mississippi, and Tennessee)
   e. West South Central (Arkansas, Louisiana, Oklahoma, and Texas)
   f. East North Central (Illinois, Indiana, Michigan, Ohio, and Wisconsin)
   g. West North Central (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota)
   h. Mountain (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming)
   i. Pacific (Alaska, California, Hawaii, Oregon, and Washington)
   j. Other;

7. Responses by law enforcement role most closely describing the primary mission of the agency:
   a. Enforce the Law
   b. Protect Persons and Property
   c. Keep the Peace;

8. Responses by the extent to which respondent's current area of responsibility includes drug enforcement activities:
   a. Not at all
   b. Part-time
   c. Full-time
   d. Full-time or part-time.

In order to assess the degree of similarity or difference between any two of the above groupings, the 127 composite scores for each grouping were correlated with those of each of the other groupings, using the Pearson coefficient. In addition, 36 scatter diagrams were produced and examined to ensure that high correlations between mutually exclusive groups were not a spurious result of discontinuous distributions, extreme scores, heteroscedasticity, etc.

As previously indicated, agencies could elect to provide narrative comments by using the Comment Form enclosed in the survey packet. All returned Comment Forms were read by two project team members. Based on these readings, categories of comments were formulated and assigned code numbers. Comment Forms were then re-read, during which time the readers noted on each form the code

number of each comment appearing on the form. The frequency of occurrence of each code number was then determined for reporting purposes.

FINDINGS

The primary analysis of the data utilized 8,400 responses from 7,294 agencies. Due to variations in the response rates by agencies of different sizes, these 7,294 agencies actually employ 90.0% of all state, county and local sworn law enforcement personnel in the United States, exclusive of university, airport and other special purpose officers.

Characteristics of Respondents

Agencies from each of the 50 states and the District of Columbia participated in the study. Table 3 shows the distribution of responses by size of the population in the geographical area (state, county, etc.) over which an agency exercises jurisdiction.

TABLE 3

SIZE OF POPULATION SERVED BY
RESPONDING AGENCIES

SIZE OF POPULATION	NUMBER OF RESPONSES	PERCENT OF TOTAL RESPONSE
250,000 & Over	897	10.7
100,000 - 249,999	506	6.0
50,000 - 99,999	572	6.8
25,000 - 49,999	897	10.7
10,000 - 24,999	1,606	19.1
5,000 - 9,999	1,369	16.3
2,500 - 4,999	1,265	15.1
1,000 - 2,499	917	10.9
500 - 999	248	3.0
Less than 500	78	0.9
Unknown	45	0.5
TOTAL	8,400	100.0

The proportion of responses coming from the various types of agencies is shown in Table 4.

TABLE 4

RESPONSES BY TYPE OF AGENCY

AGENCY TYPE	NUMBER OF RESPONSES	PERCENT OF TOTAL RESPONSES
Municipal Police	6,186	73.6
Sheriff's Department	1,491	17.8
State Police/Highway Patrol	365	4.3
County Police	175	2.1
Other	183	2.2
TOTAL	8,400	100.0

Over half (4,730 or 56.4%) of the respondents were either Police Chiefs/Assistant Chiefs or Sheriffs/Deputy Sheriffs. Table 5 contains complete information on the positions held by respondents.

TABLE 5

POSITION, RANK, OR TITLE OF RESPONDENTS

POSITION, RANK, OR TITLE	NUMBER OF RESPONSES	PERCENT OF TOTAL RESPONSE
Chief of Police	3,444	41.0
Assistant Chief/Deputy Chief	442	5.3
Sheriff	483	5.8
Chief Deputy Sheriff	246	2.9
Deputy Sheriff	115	1.4
Major	168	2.0
Captain	660	7.9
Lieutenant	639	7.6
Sergeant	558	6.6
Corporal	62	0.7
Patrolman/Trooper	273	3.2
Inspector	62	0.7
Public Safety Director	33	0.4
Detective	76	0.9
Special Agent/ Criminal Investigator	18	0.2
Supervisory Criminal Investigator	84	1.0
Other	1,037	12.3
TOTAL	8,400	99.9*

*Difference due to rounding.

Over three-fourths (6,352 or 75.6%) of the respondents had as their current area of responsibility their entire agency or all of field operations. See Table 6 for details.

TABLE 6

CURRENT AREA OF RESPONSIBILITY
OF RESPONDENTS

AREA OF RESPONSIBILITY	NUMBER OF RESPONSES	PERCENT OF TOTAL RESPONSE
1. Entire Agency	5,178	61.6
2. Field Operations	1,174	14.0
3. Administrative Services	758	9.0
4. Support/Auxiliary Services	168	2.0
5. Other	81	1.0
6. Any Combination of 2 thru 5	1,041	12.4
TOTAL	8,400	100.0

On the average, the respondents had 13.0 years experience in their current agencies and an average 16.8 years total law enforcement experience, with a mean age of 42.7 years. Nearly four-fifths (6,687 or 79.6%) of the respondents indicated that their current area of responsibility included drug enforcement activities.

Training Priorities by Geographic Region

In this study, data were gathered in a manner which allowed law enforcement training needs to be analyzed from the perspectives of agency type, size, and geographic location. Training needs of agencies in different locations were found to be so similar as to make it unnecessary to report needs by geographic region. In fact, the training priorities of the two regions with the fewest similarities were still correlated at r = .94. This means that training needs in either region could be used to predict training needs in the other region with 88% accuracy. Table 7 lists the correlations for all pairs of regions.

TABLE 7

TRAINING PRIORITY CORRELATIONS
BY GEOGRAPHIC REGION
($p < .001$)

Region	P	M	WNC	ENC	WSC	ESC	SA	MA
NE	.95	.96	.95	.98	.96	.96	.97	.97
MA	.94	.95	.94	.98	.96	.95	.97	
SA	.96	.98	.97	.98	.98	.98		
ESC	.93	.96	.96	.97	.98			
WSC	.96	.97	.97	.97				
ENC	.96	.97	.97					
WNC	.95	.98						
M	.97							

REGIONS AND STATES

New England

Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

Middle Atlantic

New Jersey
New York
Pennsylvania

South Atlantic

Delaware
District of Columbia
Florida
Georgia
Maryland
North Carolina
South Carolina
Virginia
West Virginia

East South Central

Alabama
Kentucky
Mississippi
Tennessee

West South Central

Arkansas
Louisiana
Oklahoma
Texas

East North Central

Illinois
Indiana
Michigan
Ohio
Wisconsin

West North Central

Iowa
Kansas
Minnesota
Missouri
Nebraska
North Dakota
South Dakota

Mountain

Arizona
Colorado
Idaho
Montana
Nevada
New Mexico
Utah
Wyoming

Pacific

Alaska
California
Hawaii
Oregon
Washington

Training Priorities for All Agencies

As would be expected, some training needs were given high priority by all agencies regardless of type or size, while other needs were rated high for some types or sizes of agencies but not others. In this section, those training needs given average or higher training priorities, regardless of agency type or size, will be discussed. These needs will be described on two levels of specificity:

1. Individual law enforcement activities, and
2. Major law enforcement job categories.

Of the total 127 activities, 54 (42.5%) were given average or higher training priority regardless of agency type or size. These 54 activities are listed in priority order in Table 8. The job category is shown in parenthesis following the activity statement.

TABLE 8

TRAINING PRIORITIES FOR ALL AGENCIES (n = 8,400)

Activity	Activity Rank
Handle Personal Stress (Common)	1
Conduct Interviews/Interrogations (Detective/ Juvenile/Vice)	2
Drive Vehicle in Emergency/Pursuit Situations (Common)	3
Maintain Appropriate Level of Physical Fitness (Common)	4
Promote Positive Public Image (Common)	5
Determine Probable Cause for Arrest (Common)	6
Write Crime/Incident Reports (Common)	7
Handle Domestic Disturbances (Patrol)	8
Collect, Maintain, and Preserve Evidence (Common)	9
Respond to Crimes in Progress (Patrol)	10
Develop Sources of Information (Common)	11
Perform Patrol Activities (Common)	12
Search, Photograph, and Diagram Crime Scenes (Detective/Juvenile/Vice)	13
Carry Out First-Line Supervision of Sworn Personnel (Including Planning, Organizing, Scheduling, Appraising Performance, etc.) (Common)	14
Take Field Notes (Detective/Juvenile/Vice)	15
Testify in Criminal, Civil, and Administrative Cases (Common)	16
Conduct Follow-Up on Investigations (Detective/ Juvenile/Vice)	17
Make Arrest With/Without Warrants (Common)	18
Provide On-The-Job Training (Common)	19
Identify and Develop Probable Cause for Obtaining Warrants (Common)	20
Conduct On-Scene Suspect Identification (Patrol)	21
Identify Crimes/Laws Being Violated (Common)	22
Protect Crime Scene (Common)	23
Conduct Frisk/Pat Down Searches (Common)	24
Fire Weapons for Practice/Qualification (Common)	25
Prepare Supplemental Reports (Common)	26
Coordinate Major Case Investigations (Detective/ Juvenile/Vice)	27
Investigate Citizen Complaints (Intelligence)	28
Control Individuals Placed Under Arrest (Common)	29
Identify and Resolve Legal Issues in Obtaining Search Warrants (Common)	30

TABLE 8 (Continued)

TRAINING PRIORITIES FOR ALL AGENCIES (n = 8,400)

Activity	Activity Rank
Detect, Gather, Record, and Maintain Intelligence Information (Detective/Juvenile/Vice)	31
Conduct Detail Search of Suspects/Prisoners (Common)	32
Act as Hostage Negotiator (Other)	33
Maintain Confidentiality and Security of Cases/Information (Common)	34
Drive Vehicle in Routine Situations (Common)	35
Execute Search Warrants (Common)	36
Develop and Maintain Control of Informants in Other Than Drug Investigations (Detective/Juvenile/Vice)	37
Use Tape Recorders/Handwritten Notes When Conducting Interviews or Interrogations (Common)	38
Supervise the Placement and Utilization of Sworn Personnel and Equipment (Common)	39
Conduct Stationary/Mobile Surveillance of Drug Suspects (to include Cover Surveillance on Undercover Buys) (Drug)	40
Administer First Aid (Common)	41
Search Persons, Dwellings, and Transportation Conveyances for Illegal Drugs (Drug)	42
Use Two-Way Radio in Police Communications (Common)	43
Search Persons, Dwellings, and Transportation Conveyances for Other Than Illegal Drugs (Common)	44
Write Affidavits for Search Warrants (Common)	45
Transport Suspects/Prisoners (Common)	46
Investigate Conspiracy to Illegally Import, Manufacture, Distribute Controlled Substances (Drug)	47
Plan Strategy for Conducting Searches (Common)	48
Provide Assistance to Citizens (Common)	49
Coordinate Investigation with Law Enforcement Officials from Other Agencies (Common)	50
Conduct Stationary/Mobile Surveillance of Other Than Drug Suspects (Common)	51
Provide Crowd/Riot Control (Patrol)	52
Use Undercover Techniques in Other Than Drug Investigations (Common)	53
Conduct Tactical Operations (Raids, Large Scale Searches, etc.) (Common)	54

Figure 2 illustrates the training priority for each of the seven job categories when all 127 activities are taken into account.

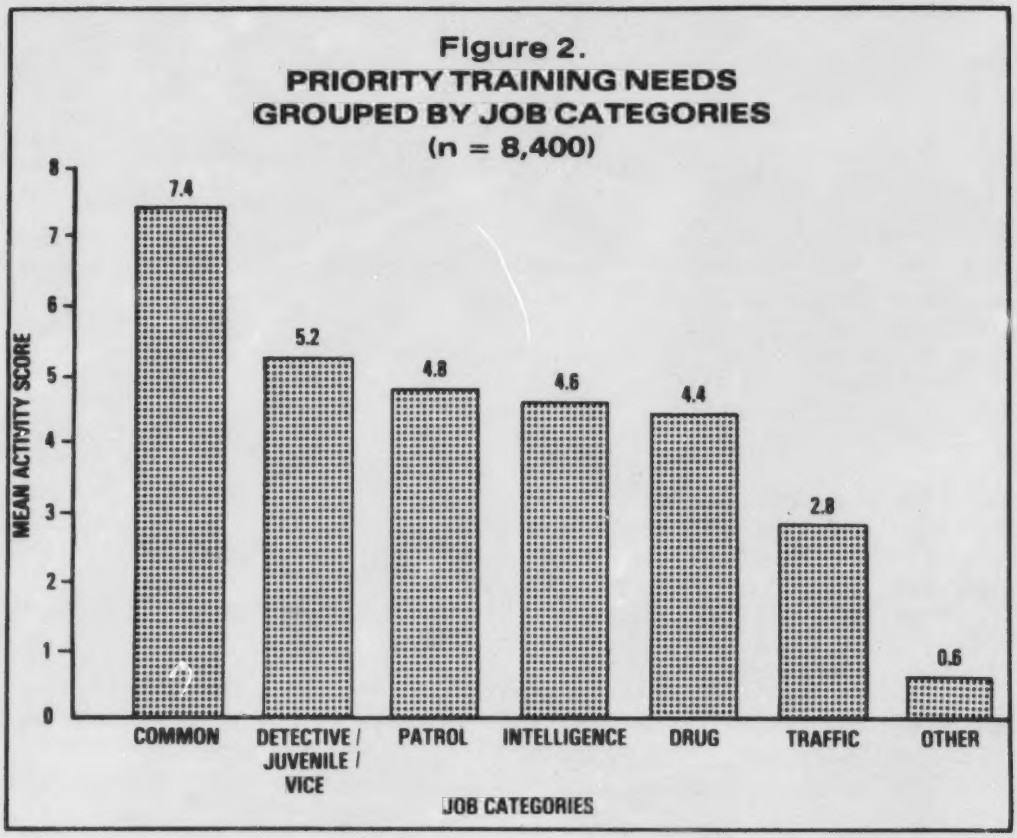


Table 9 lists the 54 highly rated activities in priority order within each job category.

TABLE 9

TRAINING PRIORITIES FOR ALL AGENCIES
BY JOB CATEGORY (n = 8,400)

Common Category Activities	Category Rank	Overall Rank
Handle Personal Stress	1	1
Drive Vehicle in Emergency/Pursuit Situations	2	3
Maintain Appropriate Level of Physical Fitness	3	4
Promote Positive Public Image	4	5
Determine Probable Cause for Arrest	5	6
Write Crime/Incident Reports	6	7
Collect, Maintain, and Preserve Evidence	7	9
Develop Sources of Information	8	11
Perform Patrol Activities	9	12
Carry Out First-Line Supervision of Sworn Personnel (Including Planning, Organizing, Scheduling, Appraising Performance, etc.)	10	14
Testify in Criminal, Civil, and Administrative Cases	11	16
Make Arrest With/Without Warrants	12	18
Provide On-The-Job Training	13	19
Identify and Develop Probable Cause for Obtaining Warrants	14	20
Identify Crimes/Laws Being Violated	15	22
Protect Crime Scene	16	23
Conduct Frisk/Pat Down Searches	17	24
Fire Weapons for Practice/Qualification	18	25
Prepare Supplemental Reports	19	26
Control Individuals Placed Under Arrest	20	29
Identify and Resolve Legal Issues in Obtaining Search Warrants	21	30
Conduct Detail Search of Suspects/ Prisoners	22	32
Maintain Confidentiality and Security of Cases/Information	23	34
Drive Vehicle in Routine Situations	24	35
Execute Search Warrants	25	36
Use Tape Recorders/Handwritten Notes when Conducting Interviews or Interrogations	26	38
Supervise the Placement and Utilization of Sworn Personnel and Equipment	27	39
Administer First Aid	28	41

TABLE 9 (Continued)

TRAINING PRIORITIES FOR ALL AGENCIES
BY JOB CATEGORY (n = 8,400)

Common Category (Continued)	Category Rank	Overall Rank
Activities		
Use Two-Way Radio in Police Communications	29	43
Search Persons, Dwellings, and Transportation Conveyances for Other Than Illegal Drugs	30	44
Write Affidavits for Search Warrants	31	45
Transport Suspects/Prisoners	32	46
Plan Strategy for Conducting Searches	33	48
Provide Assistance to Citizens	34	49
Coordinate Investigation with Law Enforcement Officials from Other Agencies	35	50
Conduct Stationary/Mobile Surveillance of Other Than Drug Suspects	36	51
Use Undercover Techniques in Other Than Drug Investigations	37	53
Conduct Tactical Operations (Raids, Large Scale Searches, etc.)	38	54
Detective/Juvenile/Vice Category		
Activities		
Conduct Interviews/Interrogations	1	2
Search, Photograph, and Diagram Crime Scenes	2	13
Take Field Notes	3	15
Conduct Follow-Up on Investigations	4	17
Coordinate Major Case Investigations	5	27
Detect, Gather, Record, and Maintain Intelligence Information	6	31
Develop and Maintain Control of Informants in Other Than Drug Investigations	7	37

TABLE 9 (Continued)

TRAINING PRIORITIES FOR ALL AGENCIES
BY JOB CATEGORY (n = 8,400)

Patrol Category	Category Rank	Overall Rank
Activities		
Handle Domestic Disturbances	1	8
Respond to Crimes in Progress	2	10
Conduct On-Scene Suspect Identification	3	21
Provide Crowd/Riot Control	4	52
Intelligence Category		
Activity		
Investigate Citizen Complaints	1	28
Drug Category		
Activities		
Conduct Stationary/Mobile Surveillance of Drug Suspects (to Include Cover Surveillance on Undercover Buys)	1	40
Search Persons, Dwellings, and Transportation Conveyances for Illegal Drugs	2	42
Investigate Conspiracy to Illegally Import, Manufacture, Distribute Controlled Substances	3	47
Traffic Category		
Activity		
None		
Other Category		
Activity		
Act as Hostage Negotiator	1	33

Training Priorities for Agency Clusters

In addition to the 54 activities which were given high priority ratings by all types and sizes of agencies, a number of activities were found to be of high priority for some agencies but not others. Four groups or clusters of agencies were identified as having distinct sets of training needs. These were:

1. a. Municipal police departments with 500 or more sworn personnel,
   b. Sheriff's departments with 500 or more sworn personnel,
   c. County police departments with 500 or more sworn personnel.

2. a. Municipal police departments with fewer than 500 sworn personnel,
   b. County police departments with fewer than 500 sworn personnel,
   c. City transit authorities, city port authorities, and other agencies not elsewhere specified.

3. Sheriff's departments with fewer than 500 sworn personnel.

4. State police/highway patrol agencies.

Differences in training needs among agency clusters are illustrated by Figures 3 - 6 in which job categories are prioritized for each cluster. Most notable among the differences are:

1. the high rating for the Drug category for sheriff's departments with fewer than 500 sworn personnel,

2. the high rating for the Intelligence and Traffic categories for state police/highway patrol agencies, and

3. the low rating for the Detective/Juvenile/Vice category for state police/highway patrol agencies.

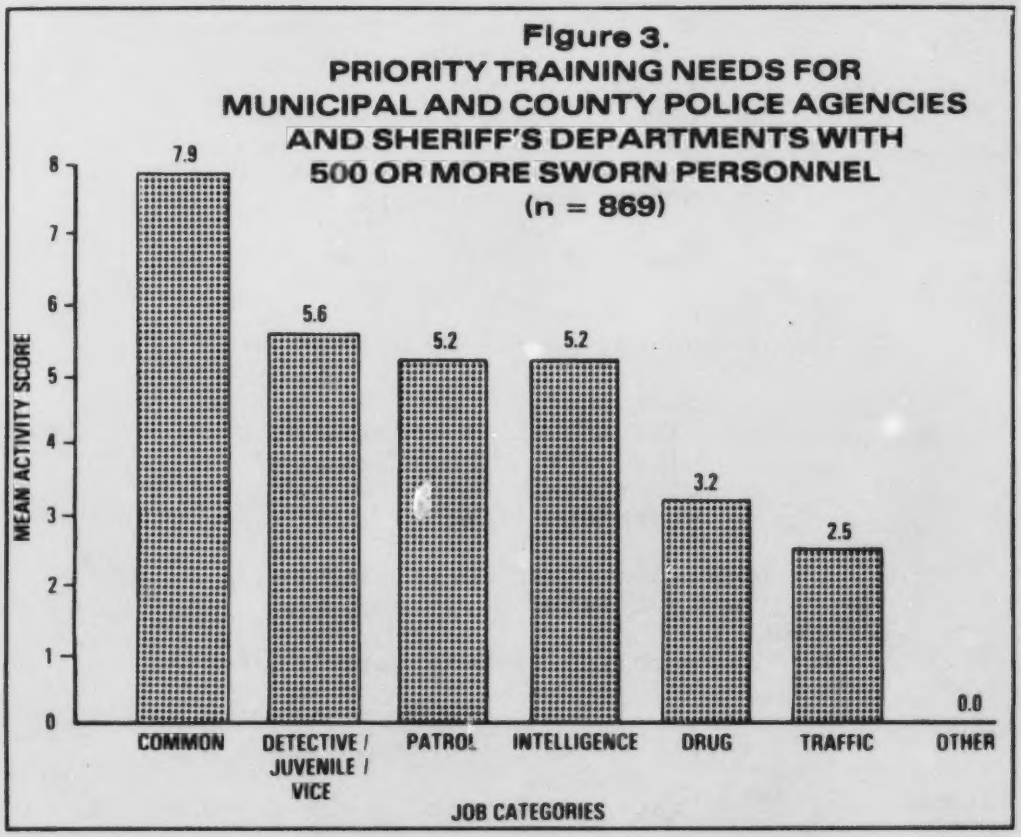


Figure 4.

PRIORITY TRAINING NEEDS FOR MUNICIPAL AND COUNTY POLICE AGENCIES WITH FEWER THAN 500 SWORN PERSONNEL, CITY TRANSIT AND CITY PORT AUTHORITIES AND OTHER AGENCIES NOT ELSEWHERE SPECIFIED (n = 5,851)

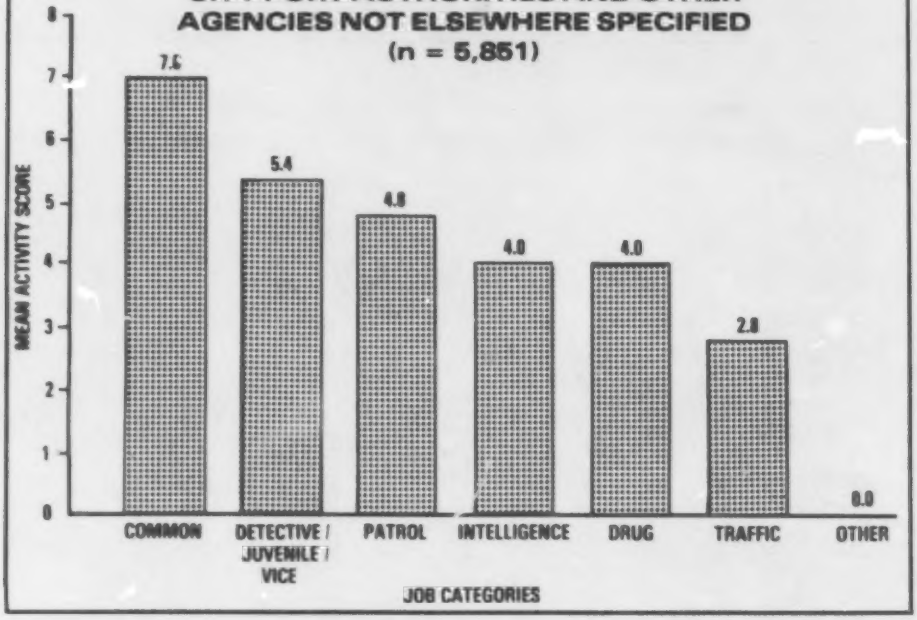
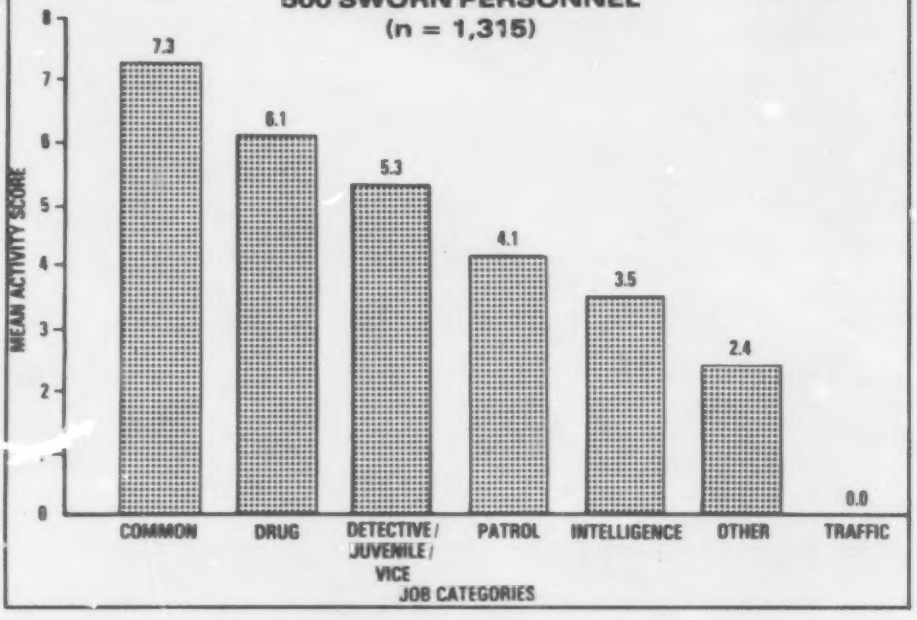
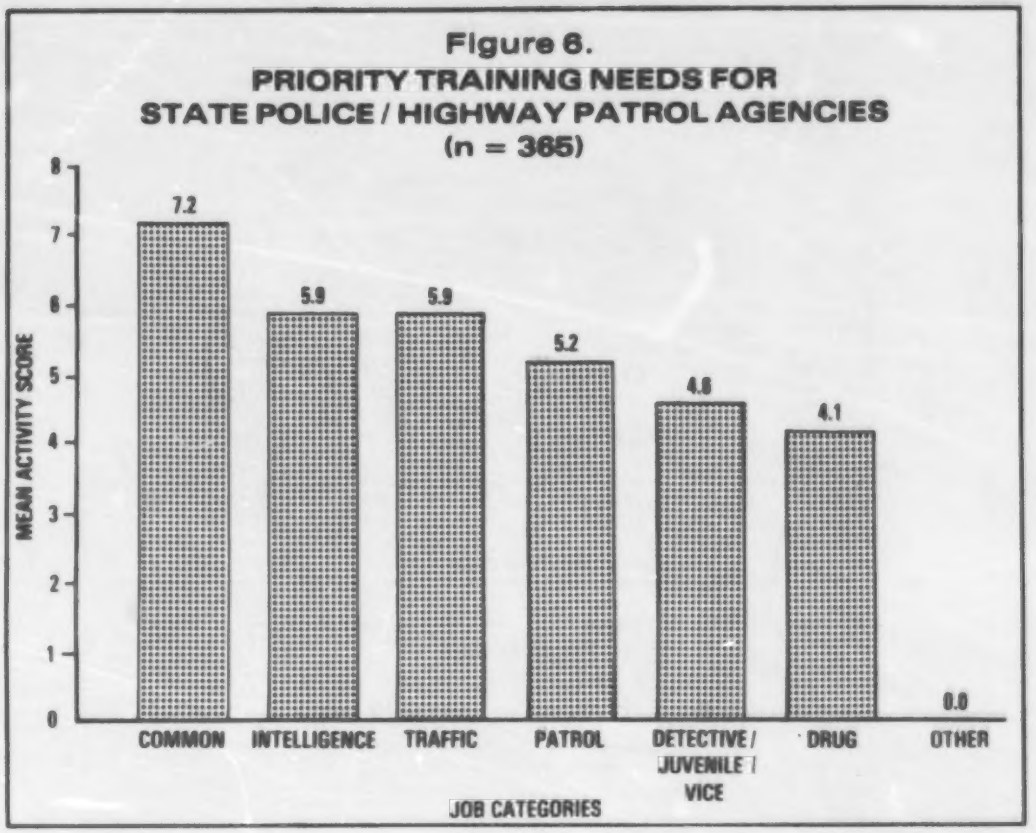


Figure 5.

PRIORITY TRAINING NEEDS FOR SHERIFF'S DEPARTMENTS WITH FEWER THAN 500 SWORN PERSONNEL (n = 1,315)





The specific activities given high ratings by some agencies but not others are listed in Tables 10 - 13. Eleven additional activities were given ratings of average or higher training priority by large (500 or more sworn officers) municipal and county police and sheriff's departments (see Table 10). Appendix C shows the priority ranking for all 127 activities for these agencies.

TABLE 10

ADDITIONAL TRAINING PRIORITIES FOR MUNICIPAL AND COUNTY POLICE AGENCIES AND SHERIFF'S DEPARTMENTS WITH 500 OR MORE SWORN PERSONNEL* (n = 869)

Activity (Category)	Agency Rank	Overall Rank
Counsel Juveniles (Detective/ Juvenile/Vice)	45	38
Provide Assistance in Potential Suicide Situations (Counsel, Comfort, Rescue, etc.) (Common)	50	33
Disseminate Information/Intelligence to Special Units (Intelligence, Detective, etc.) (Intelligence)	53	78
Conduct Police Community Relations/ Crime Prevention Programs (Other)	55	55
Handle Juvenile Matters (Detective/ Juvenile/Vice)	56	47
Extricate Trapped Persons from Buildings/Vehicles, etc. (Patrol)	58	70
Use Analytical Investigative Methods (Link Analysis, Path Analysis, VIA, etc.) (Common)	59	76
Determine whether Incidents are Criminal or Civil (Common)	60	65
Identify High Crime Area (Other)	62	81
Develop and Maintain Control of Informants in Drug Investigations (Drug)	63	44
Use SWAT Tactics (Common)	65	77

Fifteen additional activities were given average or higher training priority ratings by municipal and county police departments with fewer than 500 sworn personnel, city transit or port authorities and other agencies not elsewhere specified (see Table 11). Appendix C shows a comprehensive priority ranking for these agencies.

*These training priorities are in addition to those in Table 9.

TABLE 11

ADDITIONAL TRAINING PRIORITIES FOR MUNICIPAL AND COUNTY POLICE AGENCIES WITH FEWER THAN 500 SWORN PERSONNEL, CITY TRANSIT AND CITY PORT AUTHORITIES AND OTHER AGENCIES NOT ELSEWHERE SPECIFIED* (n = 5,851)

Activity (Category)	Agency Rank	Overall Rank
Provide Assistance in Potential Suicide Situations (Counsel, Comfort, Rescue, etc.) (Common)	33	33
Counsel Juveniles (Detective/ Juvenile/Vice)	38	38
Investigate Possession with Intent to Distribute and/or Sale of Illegally Imported/Manufactured Controlled Substances (Drug)	39	39
Develop and Maintain Control of Informants in Drug Investigations (Drug)	44	44
Handle Juvenile Matters (Detective/ Juvenile/Vice)	47	47
Use Undercover Techniques in Drug Investigations (Drug)	52	52
Conduct Police Community Relations/ Crime Prevention Programs (Other)	57	57
Photograph and Diagram Accident Scene (Traffic)	58	58
Provide Public Assistance in Drug Abuse Education and Prevention (Drug)	60	60
Issue Traffic Citations/Warnings (Traffic)	61	61
Check Security of Businesses and Residences (Common)	63	63
Determine whether Incidents are Criminal or Civil (Common)	65	65
Prepare Complaints (Common)	66	66
Interview Drivers/Witnesses About Motor Vehicle Accidents (Traffic)	68	68
Provide Accident Scene Maintenance/ Security (Traffic)	69	69

*These training priorities are in addition to those shown in Table 9.

Fourteen additional activities were given average or higher training priority ratings by sheriff's departments with fewer than 500 sworn personnel (see Table 12). Appendix C shows the priority ranking for all 127 activities for these agencies.

TABLE 12

ADDITIONAL TRAINING PRIORITIES FOR SHERIFF'S DEPARTMENTS WITH FEWER THAN 500 SWORN PERSONNEL* (n = 1,315)

Activity (Category)	Agency Rank	Overall Rank
Perform Entry/Exit Processing of Prisoners (Common)	26	91
Use Undercover Techniques in Drug Investigations (Drug)	27	52
Investigate Possession with Intent to Distribute and/or Sale of Illegally Imported/Manufactured Controlled Substances (Drug)	28	39
Develop and Maintain Control of Informant in Drug Investigations (Drug)	34	44
Provide Assistance in Potential Suicide Situations (Counsel, Comfort, Rescue, etc.) (Common)	36	33
Serve Civil Court Papers (Other)	46	126
Quell Jail Disturbances/Riots (Common)	51	117
Investigate Financial Aspects of Illegal Drug Trafficking in Order to Identify and Seize Assets (Vehicles, Funds, Real Estate, etc.) Acquired as a Result of Drug Trafficking (Drug)	60	90
Provide Public Assistance in Drug Abuse Education and Prevention (Drug)	61	60

*These training priorities are in addition to those shown in Table 9.

TABLE 12 (Continued)

ADDITIONAL TRAINING PRIORITIES FOR SHERIFF'S DEPARTMENTS WITH FEWER THAN 500 SWORN PERSONNEL* (n = 1,315)

Activity (Category)	Agency Rank	Overall Rank
Investigate Drug Smuggling by Aircraft, Vessels, Mail, etc. (Drug)	61	60
Handle Juvenile Matters (Detective/ Juvenile/Vice)	63	47
Use Reverse Undercover Techniques in Drug Investigations (Drug)	64	83
Use SWAT Tactics (Common)	66	77
Investigate Illegal Marijuana Cultivation and Develop Eradication Programs (Drug)	67	108

Nineteen additional activities were given average or higher training priority ratings by state police/highway patrol agencies (see Table 13). Appendix C shows the priority ranking for all 127 activities for these agencies.

TABLE 13

ADDITIONAL TRAINING PRIORITIES FOR STATE POLICE/HIGHWAY PATROL AGENCIES* (n = 365)

Activity (Category)	Agency Rank	Overall Rank
Photograph and Diagram Accident Scene (Traffic)	33	58
Use SWAT Tactics (Common)	34	77
Extricate Trapped Persons from Buildings, Vehicles, etc. (Patrol)	37	70
Interview Drivers/Witnesses About Motor Vehicle Accidents (Traffic)	38	68

*These training priorities are in addition to those shown in Table 9.

TABLE 13 (Contunued)

ADDITIONAL TRAINING PRIORITIES FOR
STATE POLICE/HIGHWAY PATROL
AGENCIES* (n = 365)

Activity (Category)	Agency Rank	Overall Rank
Provide Accident Scene Maintenance/ Security (Traffic)	43	69
Conduct Background/Applicant Investigations (Intelligence)	44	79
Issue Traffic Citations/Warnings (Traffic)	45	61
Investigate Drug Smuggling by Aircraft, Vessels, Mail, etc. (Drug)	53	84
Check for Proper Registration, Drivers License, Vehicle Weights, etc. (Patrol)	54	74
Conduct Internal Affairs Investigations (Intelligence)	55	86
Conduct Police Community Relations/ Crime Prevention Programs (Other)	58	57
Provide Executive/Dignitary Security/ Protection (Detective/Juvenile/ Vice)	59	110
Control Traffic at Scene of Accident, Busy Intersection, Special Events, etc. (Traffic)	60	71
Quell Jail Disturbances/Riots (Common)	64	117
Inspect for Vehicle Identification Number (VIN) (Common)	65	109
Operate Radar/VASCAR, etc. Equipment (Traffic)	67	89
Investigate Possession with Intent to Distribute and/or Sale of Illegally Imported/Manufactured Controlled Substances (Drug)	70	39
Administer Roadside Sobriety Tests (Traffic)	71	94
Perform General Office Functions (Other)	72	73

*These training priorities are in addition to those shown in Table 9.

Comment Form Content Analysis

The preceding pages have summarized the findings resulting from an analysis of the data provided by agency responses to the Nationwide Law Enforcement Training Needs Assessment Inventory Booklet. A second source of data regarding agency perceptions of law enforcement training related issues was the Comment Form which was included in each of the survey packets. These forms were to be completed and returned by agencies wishing to provide narrative comments on training related issues.

Of the 7,294 agencies responding, 534 (7.3%) provided a total of 1,127 comments of relevance to this study.

Since use of the Comment Form was voluntary, a random sample was not obtained. This fact, in combination with the 7.3% response rate for Comment Forms, indicates that the comments submitted must not be considered statistically representative of the opinions of state and local law enforcement personnel across the Nation. However, the comments are of relevance to this study in that they represent the opinions of those law enforcement personnel who took the additional time necessary to provide narrative input regarding training issues of the law enforcement community.

A great number of the 1,127 comments (487 or 43.2% of all comments returned by agencies) referred to a lack of resources within agencies. In all cases it appeared, as one would expect, that the acquisition of resources is more of a problem for agencies with fewer than 500 sworn personnel than it is for larger agencies. The most frequently cited comment (made by 158 or 29.6% of agencies returning comment forms) was that they did not have sufficient funds to conduct the necessary training. A related comment cited by 94 (17.6%) of the agencies responding concerned a lack of time for training.

Other comments dealing with resource related problems included: the lack of necessary equipment to carry out effective and efficient operations (77 agencies or 14.4%); the need to educate public officials regarding law enforcement agency needs for monies (40 agencies or 7.5%); and the desire on the part of 46 agencies (8.6%) to see the re-establishment of the Law Enforcement Assistance Administration. Programs and equipment funded by the Law Enforcement Assistance Administration a decade ago are now outdated due to the lack of resources following the agency's demise.

With regard to drug and narcotics trafficking, 61 (11.4%) of the agencies responded that they were in need of assistance to effectively suppress the organized criminal activity within their respective jurisdictions.

These agencies indicated that, while they have experienced some limited success in their pursuit of street-level drug dealers, advanced training and sophisticated equipment and resources would be needed in order to penetrate criminal enterprises.

Comments from 153 agencies (28.7%) indicated that the Nationwide Law Enforcement Training Needs Assessment Inventory Booklet appeared to be intended primarily for large agencies. Regarding this, it is important to note that nearly three-fourths (74.5%) of the 153 agencies providing this comment employed fewer than 20 sworn officers. Although the list of 127 activities used in the Inventory Booklet was intended to describe field operations activities in law enforcement agencies of all types and sizes, it was necessary to include activities that deal with highly specialized techniques, or the use of sophisticated equipment, most often found in larger agencies. Further research would be required to determine whether there is any connection between the perceptions of smaller agencies regarding this issue and the low rate of return for small agencies. (See Methodology section.)

CONCLUSIONS

Extensive analysis revealed that the activities given high training priorities were very similar across all agency sizes and types. Fifty-four activities represented 59.3% of all training areas given average or higher priority ratings. Moreover, the remaining 37 (40.7%) activities of average or higher training priority found among the four agency clusters also included some overlap. These 91 activities, therefore, represent an appropriate focal point for Federal support of state and local law enforcement training.

Three high priority activities warrant comment at this point. Activity 85, "Handle Personal Stress", was consistently rated as the number one priority by all four agency clusters. Stress, and the job burnout syndrome with which it is often associated, are factors affecting performance in all types of human service organizations. The feelings of emotional exhaustion which result, and which sometimes lead to cynicism toward the job and the citizens served, seriously reduce organizational effectiveness. However, training in stress management is becoming widely available for law enforcement agencies. It is, therefore, possible that the high priority rating given this area is due more to the fact that the training is "in vogue" than

to an actual need for increased expertise in coping with stress. On the other hand, since most training in this area is offered by health professionals, the high priority may reflect the inability of law enforcement agencies to pay for training of this type. Because of these conflicting possibilities, decisions regarding training in "Handle Personal Stress" should be based upon additional information of a situational nature.

Activity 24, "Carry Out First-Line Supervision of Sworn Personnel (Including Planning, Organizing, Scheduling, Appraising Performance, etc.)", represents a particularly broad duty area. The high priority of this item for all agencies (14th out of 127 items), along with the breadth of the item and the potential impact of supervision on agency efficiency and effectiveness, suggests that at least some aspects of supervision are probably much more important training areas than indicated by the data. Any requests for training in supervisory/management activities should, therefore, be given particularly careful consideration. This area will be examined in much greater detail in subsequent training needs assessments.

Activity 118, "Perform Patrol Activities", like Activity 24 above, represents an unduly broad duty area. While Activity 118 ranks 12th out of the 127 items, it should be noted that this item is actually made up of some eight

tasks and two duties. More accurate and meaningful information on training in this area is available within the "Patrol" job category.

The content analysis of the returned Comment Forms indicates that budgetary constraints provide an underlying obstacle to the provision of adequate training for sworn officers in many agencies. Even in cases where training is provided without cost to agencies, many of the smallest agencies are unable to participate because of the problems associated with having a critically needed officer away from the job when there is no one available to fill in. It is apparent that the continuing need to reduce public spending makes it imperative that more efficient methods of training the law enforcement officer be developed.

The results of this study do suggest some areas in which an examination of existing training delivery methods might be appropriate. It is suggested that, should particular high priority training activities continue to rate high in future surveys, Federal resources be allocated to support research into the most efficient and effective ways to enhance training in these areas. Even small refinements in the methods by which law enforcement activities and duties are taught could result in a tremendous return on any research investment. The natural groupings of activities and the similarities of the

training needs suggest that modularization of curricula may be one possible means of increasing the efficient utilization of the financial resources earmarked for law enforcement training. Moreover, newer technologies such as video taping and satellite broadcasting furnish considerable potential for providing low cost on-site training to large numbers of law enforcement personnel. While these newer "state of the art" options should be examined closely, careful reviews should also be made of such approaches as correspondence courses, conventional academy training, specialized regional and departmental programs and roll call training procedures.

The information provided in this report constitutes a synthesis of state and local law enforcement training needs information on a level considered appropriate for National policy development. It should be noted that, in addition to such macro-level information, the study generated detailed training needs information for 65 specific agency subgroups by agency type, size, size of population served, location, etc. Furthermore, the electronic data base from which these results were drawn is designed to allow the extraction of more specific and detailed information regarding state and local law enforcement training needs of relevance to specific interest groups within the Federal Government and, where

appropriate, from outside the Federal Government. Resource implications regarding the use of this information source must await the outcome of decisions regarding acceptable data base utilization.

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APPENDIX A

SURVEY MATERIALS

Agencies with fewer than 500 Sworn Officers*

- Cover Letter
- Important Message
- Inventory Booklet
- Response Booklet
- Comment Form

*Survey materials for agencies with 500 or more sworn officers are not included. They are identical to those for agencies with fewer than 500 sworn officers except for appropriate language changes in the Important Message and the Inventory Booklet. This language accomodates multiple responses from each large agency and changes the organizational unit of relevance from the entire agency to the precinct/district, etc. of the respondent.

U.S. Department of Justice

Federal Bureau of Investigation

Washington, D.C. 20535

January 31, 1983

Dear Law Enforcement Colleague:

As you know, the increased volume of criminal activity in the United States has become a major problem. The growth in crime and recent advances in technology have necessitated major changes in the field of law enforcement. Skills and abilities which were unheard-of a few years ago are now basic to effective performance.

In its report last year, the Attorney General's Task Force on Violent Crime commented on the fact that state and local law enforcement agencies constituted the front line in the fight against crime. One effective way in which the U.S. Department of Justice can assist state and local authorities is by providing funding for the enhancement of law enforcement skills.

The Department of Justice has traditionally provided substantial support for the training of state and local law enforcement officers. In an effort to systematically determine the best use of limited Federal training resources, the Department is conducting a comprehensive study—"The Nationwide Law Enforcement Training Needs Assessment"—to assess the training needs of state and local law enforcement officers throughout the Nation.

Enclosed, you will find your copy of the Nationwide Law Enforcement Training Needs Assessment Inventory Booklet. This questionnaire is the result of extensive research concerning the tasks performed by law enforcement officers across the Nation. It was developed by FBI, DEA and other Justice Department researchers in cooperation with educational research experts at the University of Virginia. In addition, specialists from the International Association of Chiefs of Police (IACP), National Sheriff's Association (NSA), and Police Executive Research Forum (PERF), as well as some 274 practicing law enforcement officers from virtually every state in the Union, were kind enough to assist in its preparation.

Your agency's participation is a critical part of this undertaking. Your timely response will help ensure a more complete and accurate assessment of state and local law enforcement training needs.

On behalf of the Attorney General and the U.S. Department of Justice, may I take this opportunity to thank you in advance for your attention and continued cooperation.

Sincerely,

William H. Webster

William H. Webster
Director

(Enclosures)

FBI/DOJ

AN IMPORTANT MESSAGE FOR THE CHIEF EXECUTIVE OFFICER

Enclosed you will find an **INVENTORY BOOKLET** and a **RESPONSE BOOKLET.** It is requested that you, or a designee knowledgeable of your agency's field operations activities (patrol, traffic, narcotics, etc.), complete the **RESPONSE BOOKLET.**

The **INVENTORY BOOKLET** has been designed to assess training needs in law enforcement organizations. Therefore, the individual responding:

- SHOULD respond to the questions in terms of his/her perceptions of field operations activities in your law enforcement organization.

- SHOULD NOT respond to the questions in terms of his/her individual field operations duties.

The data gathered in this survey will be compiled and reported in the aggregate, and will not be identifiable to any particular agency. A summary report of the findings will be made available to law enforcement agencies subsequent to the Summer 1983 study completion date.

Responding to this voluntary survey usually takes less than one hour. Please complete the survey within two weeks of its receipt by your agency. Upon completion, please place the **RESPONSE BOOKLET** into the enclosed, postage paid envelope and mail it at your earliest convenience.

You are encouraged to make any suggestions or comments on the enclosed "COMMENT FORM."

Thank you very much for your participation in this important training needs survey.

NATIONWIDE LAW ENFORCEMENT TRAINING NEEDS ASSESSMENT

The U.S. Department of Justice (DOJ) considers adequate training to be an effective means of assisting law enforcement agencies in their endeavors to control crime in the Nation. Each year, DOJ provides financial assistance of various forms in support of State and local law enforcement training. However, funds are limited and assistance must be reserved for training which will have the greatest impact on crime. The results of this survey will help DOJ determine how to most effectively allocate resources for State and local law enforcement training.

GENERAL INSTRUCTIONS

Please complete this training needs assessment survey as carefully and accurately as possible.

The survey consists of this **INVENTORY BOOKLET** and a separate **RESPONSE BOOKLET**, both of which are divided into the following two (2) sections:

A. DEMOGRAPHICS
B. TASK STATEMENTS

This **INVENTORY BOOKLET** contains specific instructions preceding each section. Care should be taken to ensure that the responses to items are recorded in the appropriate section of the **RESPONSE BOOKLET.**

An optical mark reader will tabulate your responses. To ensure that this machine registers your responses correctly, please observe the following rules:

1. Use only a #2 black lead pencil for marking responses.
2. Completely blacken the response circle you select.
3. Do not allow your response circle marks to overlap other circles.
4. Completely erase any changes.
5. Make no stray markings of any kind on your **RESPONSE BOOKLET.**

Please return the completed **RESPONSE BOOKLET** in the enclosed, postage paid envelope within two weeks of receipt.

OMB APPROVAL NUMBER 1110 - 0010

A. DEMOGRAPHICS

(RESPONDENT AND AGENCY BACKGROUND DATA)

Your response to questions 1-13 below should be recorded in blocks 1-13 in section A. DEMOGRAPHICS of your separate **RESPONSE BOOKLET.**

Block 1. Select the number which best describes your position, rank, or title.

01. Chief of Police
02. Assistant Chief/Deputy Chief
03. Sheriff
04. Chief Deputy Sheriff
05. Deputy Sheriff
06. Major
07. Captain
08. Lieutenant
09. Sergeant
10. Corporal
11. Patrolman/Trooper
12. Inspector
13. Public Safety Director
14. Detective
15. Special Agent/ Criminal Investigator
16. Supervisory Criminal Investigator
17. Other

Block 2. Select the number which best describes your current area of responsibility.

1. Entire Agency
2. Field Operations (Patrol, Traffic, Detective, Juvenile, Vice, Intelligence, and Drug Enforcement)
3. Administrative Services (Planning, Research and Analysis, Personnel, Training, Organized Crime, Inspections, Public Information, and Legal Advisor)
4. Support/Auxiliary Services (Records and Identification, Data Processing, Communications, Laboratory, Detention, Supply and Maintenance, and Business Office)
5. Other
6. Any combination of 2 thru 5

Block 3. Indicate the extent to which your current area of responsibility includes drug enforcement activities.

1. Not at all
2. Part-time
3. Full-time

Block 4. Indicate the number of years of law enforcement experience you have with your present agency. If less than ten years, precede the number with a zero. (Example: 5 years experience in present agency would be indicated 05.)

Block 5. Indicate your total years of law enforcement experience (include your present agency). If less than ten years, precede the number with a zero (Example: 7 years total experience would be indicated 07.)

Block 6. Indicate your present age.

Block 7. Select the one law enforcement role that most closely describes the primary mission of your agency. (Select only one.)

1. Enforce the Law
2. Protect Persons and Property
3. Keep the Peace

Block 8. Indicate the patrol concept used by your agency.

1. One Officer Per Vehicle
2. Two Officers Per Vehicle
3. Both 1 and 2

Block 9. Indicate the type of agency in which you are employed.

1. Municipal Police
2. City Transit Authority
3. City Port Authority
4. Sheriff's Department
5. County Police
6. State Police/Highway Patrol
7. Other

Block 10. Indicate the number of sworn officers employed by your agency.

1. 1,600 & Over
2. 800 - 1,599
3. 400 - 799
4. 200 - 399
5. 100 - 199
6. 50 - 99
7. 40 - 49
8. 30 - 39
9. 20 - 29
10. 10 - 19
11. 5 - 9
12. 1 - 4

Block 11. Select the percent of sworn officers in your agency currently engaged in Field Operations activities (Field Operations includes: patrol, traffic, detective, juvenile, vice, intelligence and drug enforcement).

1. 80 - 100%
2. 60 - 79%
3. 40 - 59%
4. 20 - 39%
5. 0 - 19%

Block 12. Indicate the approximate population of the geographical area (state, county, etc.) over which your agency exercises jurisdiction.

1. 250,000 & Over
2. 100,000 - 249,999
3. 50,000 - 99,999
4. 25,000 - 49,999
5. 10,000 - 24,999
6. 5,000 - 9,999
7. 2,500 - 4,999
8. 1,000 - 2,499
9. 500 - 999
10. Less than 500

Block 13. Select the state in which your agency is located.

NEW ENGLAND
01. Connecticut
02. Maine
03. Massachusetts
04. New Hampshire
05. Rhode Island
06 Vermont

MIDDLE ATLANTIC
11. New Jersey
12. New York
13. Pennsylvania

SOUTH ATLANTIC
21. Delaware
22. District of Columbia
23. Florida
24. Georgia
25. Maryland
26. North Carolina
27. South Carolina
28. Virginia
29. West Virginia

EAST SOUTH CENTRAL
31. Alabama
32. Kentucky
33. Mississippi
34. Tennessee

WEST SOUTH CENTRAL
41. Arkansas
42. Louisiana
43. Oklahoma
44. Texas

EAST NORTH CENTRAL
51. Illinois
52. Indiana
53. Michigan
54. Ohio
55. Wisconsin

WEST NORTH CENTRAL
61. Iowa
62. Kansas
63. Minnesota
64. Missouri
65. Nebraska
66. North Dakota
67. South Dakota

MOUNTAIN
71. Arizona
72. Colorado
73. Idaho
74. Montana
75. Nevada
76. New Mexico
77. Utah
78. Wyoming

PACIFIC
81. Alaska
82. California
83. Hawaii
84. Oregon
85. Washington

91. **OTHER**

B. TASK STATEMENTS

INSTRUCTIONS

IMPORTANT! The purpose of this section is to gather information regarding training needs in your law enforcement agency. Therefore, you should respond to this section in terms of your perceptions of your entire agency's activities, not in terms of your individual duties.

On the following pages are listed 127 different tasks which sworn law enforcement officers perform. Please examine each task carefully, recognizing the many techniques, theories, and skills involved in its proper execution. Then, respond to the three separate questions (a, b, and c) concerning each task by indicating the most appropriate answer as it relates to your agency. The specific questions are:

QUESTIONS:

a. In your agency, different amounts of *time* are spent performing various law enforcement tasks. What amount of *time* do sworn officers in your agency spend performing this task?

b. The failure of an officer to satisfactorily perform a task can result in *harmful* consequences such as wasted resources, escape of subjects, personal injury or loss of life, etc. What amount of *harm* would most likely result from inadequate performance of this task by sworn officers in your agency?

c. Sometimes a *gap* exists between the level of knowledge/skill sworn officers should have in order to perform a given task and the level of knowledge/skill sworn officers actually have regarding the task. Generally speaking, what size is the *gap* for this task in your agency?

For each of the three questions asked about a task, select one of the seven (7) alternative responses. These seven responses are:

VS	for Very Small or Zero
S	for Small
FS	for Fairly Small
M	for Moderate
FL	for Fairly Large
L	for Large
VL	for Very Large

Below are two (2) examples of how to indicate your answers to the questions in section B. TASK STATEMENTS. Please read both examples carefully.

Please provide responses for each of the tasks listed. In the event that your agency does not perform a particular task, the appropriate response to questions regarding that task would be "VS" for Very Small or Zero.

EXAMPLE: One of the task statements in your **INVENTORY BOOKLET** reads "7. PERFORM DUTIES OF COURT BAILIFF." If your agency does not perform this task, you should blacken the circle under "VS" opposite "a", "b", and "c".

TASK	VS	S	FS	M	FL	L	VL
7 a	●	0	0	0	0	0	0
b	●	0	0	0	0	0	0
c	●	0	0	0	0	0	0

Many agencies will perform most of the tasks on the list. The next example illustrates one of the many possible responses to a task which is performed by officers in an agency.

EXAMPLE: One of the task statements in your **INVENTORY BOOKLET** reads "1. HANDLE DOMESTIC DISTURBANCES." If you feel that sworn officers in your agency spend a Large amount of *time* performing the task "HANDLE DOMESTIC DISTURBANCES," you would blacken the circle below "L" and opposite "a" for this task.

If you feel that a Large amount of *harm* would most likely result from sworn officers in your agency inadequately performing the task "HANDLE DOMESTIC DISTURBANCES," you would blacken the circle below "L" and opposite "b" for this task.

If you feel that there is a Fairly Small *gap* between the level of knowledge/skill that sworn officers in your agency should have and the level of knowledge/skill that sworn officers in your agency actually have in the task "HANDLE DOMESTIC DISTURBANCES," you would blacken the circle below "FS" and opposite "c" for this task.

TASK	VS	S	FS	M	FL	L	VL
1 a	0	0	0	0	0	●	0
b	0	0	0	0	0	●	0
c	0	0	●	0	0	0	0

PLEASE REMEMBER THAT:

1. THERE ARE THREE (3) QUESTIONS ABOUT EACH TASK;

    a. AMOUNT OF *TIME*
    b. AMOUNT OF *HARM*
    c. SIZE OF *GAP*

2. USE A #2 PENCIL ONLY

3. BLACKEN THE ENTIRE CIRCLE

Now turn to page 2 of your **RESPONSE BOOKLET** and record your responses in the blocks which correspond to the TASK STATEMENTS that follow.

B. TASK STATEMENTS

1. HANDLE DOMESTIC DISTURBANCES
2. COUNSEL JUVENILES
3. PROCESS COMPLAINTS/INQUIRIES (DESK DUTY)
4. CONDUCT ON-SCENE SUSPECT IDENTIFICATION
5. INVESTIGATE DRUG SMUGGLING BY AIRCRAFT, VESSELS, MAIL, ETC.
6. EXTRICATE TRAPPED PERSONS FROM BUILDINGS, VEHICLES, ETC.
7. PERFORM DUTIES OF COURT BAILIFF
8. PROVIDE EXECUTIVE/DIGNITARY SECURITY/PROTECTION
9. CONDUCT INTERNAL AFFAIRS INVESTIGATIONS
10. INVESTIGATE CONSPIRACY TO ILLEGALLY IMPORT, MANUFACTURE, DISTRIBUTE CONTROLLED SUBSTANCES
11. TAKE FIELD NOTES
12. CONDUCT INTERVIEWS/INTERROGATIONS
13. PERFORM ENTRY/EXIT PROCESSING OF PRISONERS
14. DETERMINE WHETHER INCIDENTS ARE CRIMINAL OR CIVIL
15. DETERMINE PROBABLE CAUSE FOR ARREST
16. CONDUCT STATIONARY/MOBILE SURVEILLANCE OF DRUG SUSPECTS (TO INCLUDE COVER SURVEILLANCE ON UNDERCOVER BUYS)
17. CONDUCT STATIONARY/MOBILE SURVEILLANCE OF OTHER THAN DRUG SUSPECTS
18. PROMOTE POSITIVE PUBLIC IMAGE
19. DETECT, GATHER, RECORD, AND MAINTAIN INTELLIGENCE INFORMATION
20. PROVIDE ASSISTANCE TO CITIZENS
21. CONTROL TRAFFIC AT SCENE OF ACCIDENT, BUSY INTERSECTION, SPECIAL EVENTS, ETC.
22. USE REVERSE UNDERCOVER TECHNIQUES IN DRUG INVESTIGATIONS
23. PERFORM MECHANICAL TESTING FOR BLOOD ALCOHOL LEVELS
24. CARRY OUT FIRST-LINE SUPERVISION OF SWORN PERSONNEL (INCLUDING PLANNING, ORGANIZING, SCHEDULING, APPRAISING PERFORMANCE, ETC.)

25. DISSEMINATE INFORMATION/INTELLIGENCE TO SPECIAL UNITS (INTELLIGENCE, DETECTIVE, ETC.)
26. MAINTAIN CONFIDENTIALITY AND SECURITY OF CASES/INFORMATION
27. DRIVE VEHICLE IN EMERGENCY/PURSUIT SITUATIONS
28. CONDUCT POLICE COMMUNITY RELATIONS/CRIME PREVENTION PROGRAMS
29. USE BODY WORN ELECTRONIC AIDS FOR EVIDENCE GATHERING AND OFFICER PROTECTION IN DRUG INVESTIGATIONS (KEL, OFFICER ALERT DEVICES, ETC.)
30. FIRE WEAPONS FOR PRACTICE/QUALIFICATION
31. CONDUCT SUSPECT IDENTIFICATION (LINE-UP)
32. ACT AS HOSTAGE NEGOTIATOR
33. IDENTIFY CRIMES/LAWS BEING VIOLATED
34. CHECK SECURITY OF BUSINESSES AND RESIDENCES
35. COORDINATE MAJOR CASE INVESTIGATIONS
36. TESTIFY IN JUVENILE COURT
37. TAKE INDIVIDUALS INTO PROTECTIVE CUSTODY
38. CONDUCT FRISK/PAT DOWN SEARCHES
39. RESPOND TO CRIMES IN PROGRESS
40. ADMINISTER ROADSIDE SOBRIETY TESTS
41. FILL OUT FIELD CONTACTS, LOGS, CARDS, ETC.
42. PLAN STRATEGY FOR CONDUCTING SEARCHES
43. OPERATE LAW ENFORCEMENT INFORMATION NETWORKS
44. INSPECT FOR VEHICLE IDENTIFICATION NUMBER (VIN)
45. CONDUCT ELECTRONIC SURVEILLANCE OF SUSPECTS IN NON-DRUG RELATED CASES
46. PROVIDE WITNESS PROTECTION
47. INVESTIGATE THE ILLEGAL DIVERSION OF LEGITIMATELY MANUFACTURED CONTROLLED SUBSTANCES (DOCTORS, PHARMACIES, DRUG WAREHOUSES, HOSPITALS, ETC.)
48. SUPERVISE THE PLACEMENT AND UTILIZATION OF SWORN PERSONNEL AND EQUIPMENT

49. MAKE ARREST WITH/WITHOUT WARRANTS
50. ACT AS CRIME DECOY
51. CONTROL INDIVIDUALS PLACED UNDER ARREST
52. USE POLYGRAPH, HYPNOSIS, ETC. TO AUGMENT INTERVIEWS/ INTERROGATIONS
53. USE UNDERCOVER TECHNIQUES IN DRUG INVESTIGATIONS
54. USE UNDERCOVER TECHNIQUES IN OTHER THAN DRUG INVESTIGATIONS
55. DEVELOP AND MAINTAIN CONTROL OF INFORMANTS IN DRUG INVESTIGATIONS
56. DEVELOP AND MAINTAIN CONTROL OF INFORMANTS IN OTHER THAN DRUG INVESTIGATIONS
57. PROVIDE ACCIDENT SCENE MAINTENANCE/SECURITY
58. IDENTIFY AND RESOLVE LEGAL ISSUES IN OBTAINING SEARCH WARRANTS
59. USE TAPE RECORDERS/HANDWRITTEN NOTES WHEN CONDUCTING INTERVIEWS OR INTERROGATIONS
60. FIGHT FIRES
61. WRITE CRIME/INCIDENT REPORTS
62. PREPARE SUPPLEMENTAL REPORTS
63. TRANSPORT INJURED PERSONS
64. IDENTIFY SUSPECT(S) (FINGERPRINT, VOICE EXEMPLARS, ETC.)
65. CONDUCT STATE VEHICLE INSPECTIONS TO ENSURE CONFORMANCE WITH VEHICLE CODE
66. CONDUCT GAMBLING INVESTIGATIONS
67. CONDUCT APPROPRIATE INSPECTIONS OF OFFICIAL/PATROL VEHICLES
68. FILE/UPDATE RECORDS
69. CONDUCT FOLLOW-UP ON INVESTIGATIONS
70. INVESTIGATE POSSESSION WITH INTENT TO DISTRIBUTE AND/OR SALE OF ILLEGALLY IMPORTED/MANUFACTURED CONTROLLED SUBSTANCES
71. IDENTIFY HIGH CRIME AREA
72. MAINTAIN APPROPRIATE LEVEL OF PHYSICAL FITNESS

73. SEARCH, PHOTOGRAPH, AND DIAGRAM CRIME SCENES
74. PROTECT CRIME SCENE
75. USE ANALYTICAL INVESTIGATIVE METHODS (LINK ANALYSIS, PATH ANALYSIS, VIA, ETC.)
76. TESTIFY IN CRIMINAL, CIVIL, AND ADMINISTRATIVE CASES
77. TEST AND EVALUATE EQUIPMENT
78. IDENTIFY AND DEVELOP PROBABLE CAUSE FOR OBTAINING WARRANTS
79. PREPARE COMPLAINTS
80. INVESTIGATE ILLEGAL MARIJUANA CULTIVATION AND DEVELOP ERADICATION PROGRAMS
81. PREPARE FOR ARRAIGNMENT PROCEEDING
82. PRIORITIZE RADIO CALLS
83. PROVIDE ON-THE-JOB TRAINING
84. DRIVE VEHICLE IN ROUTINE SITUATIONS
85. HANDLE PERSONAL STRESS
86. PERFORM GENERAL OFFICE FUNCTIONS
87. CONDUCT DETAIL SEARCH OF SUSPECTS/PRISONERS
88. SEARCH PERSONS, DWELLINGS, AND TRANSPORTATION CONVEYANCES FOR ILLEGAL DRUGS
89. SEARCH PERSONS, DWELLINGS, AND TRANSPORTATION CONVEYANCES FOR OTHER THAN ILLEGAL DRUGS
90. TRACK PERSONS FROM SCENE (E.G., FOOTPRINTS IN SNOW, MUD)
91. COUNSEL PRISONERS
92. INVESTIGATE CITIZEN COMPLAINTS
93. ISSUE TRAFFIC CITATIONS/WARNINGS
94. OPERATE RADAR/VASCAR, ETC. EQUIPMENT
95. HANDLE JUVENILE MATTERS
96. CONDUCT PROSTITUTION INVESTIGATIONS

97. CONDUCT PRESUMPTIVE FIELD TEST ON SUSPECTED CONTROLLED SUBSTANCES

98. SERVE CIVIL COURT PAPERS

99. DEVELOP SOURCES OF INFORMATION

100. USE TWO-WAY RADIO IN POLICE COMMUNICATIONS

101. INVESTIGATE FINANCIAL ASPECTS OF ILLEGAL DRUG TRAFFICKING IN ORDER TO IDENTIFY AND SEIZE ASSETS (VEHICLES, FUNDS, REAL ESTATE, ETC.) ACQUIRED AS A RESULT OF DRUG TRAFFICKING

102. EXECUTE SEARCH WARRANTS

103. CONDUCT HARBOR/MARINE PATROL ACTIVITIES

104. COORDINATE INVESTIGATION WITH LAW ENFORCEMENT OFFICIALS FROM OTHER AGENCIES

105. USE SWAT TACTICS

106. TRANSPORT SUSPECTS/PRISONERS

107. WRITE AFFIDAVITS FOR SEARCH WARRANTS

108. DETERMINE MAJOR CASE PRIORITIES

109. PROVIDE CROWD/RIOT CONTROL

110. CONDUCT BACKGROUND/APPLICANT INVESTIGATIONS

111. PHOTOGRAPH AND DIAGRAM ACCIDENT SCENE

112. PROVIDE ASSISTANCE IN POTENTIAL SUICIDE SITUATIONS (COUNSEL, COMFORT, RESCUE, ETC.)

113. QUELL JAIL DISTURBANCES/RIOTS

114. INVESTIGATE THE CLANDESTINE MANUFACTURE OF CONTROLLED SUBSTANCES

115. COLLECT, MAINTAIN, AND PRESERVE EVIDENCE

116. SERVE SUBPOENAS

117. INTERVIEW DRIVERS/WITNESSES ABOUT MOTOR VEHICLE ACCIDENTS

118. PERFORM PATROL ACTIVITIES

119. USE ELECTRONIC DEVICES TO INTERCEPT CONVERSATIONS IN DRUG INVESTIGATIONS (WIRE TAPS, ROOM TRANSMITTERS, ETC.)

120. ADMINISTER FIRST AID

121. PERFORM PARAMEDICAL DUTIES

122. WRITE CONTRACT SPECIFICATIONS FOR SERVICES/EQUIPMENT

123. PROVIDE PUBLIC ASSISTANCE IN DRUG ABUSE EDUCATION AND PREVENTION

124. USE ELECTRONIC AIDS TO TRACK ILLEGAL DRUGS AND/OR SUSPECTS

125. OPERATE AMBULANCES, FIRE TRUCKS, ETC.

126. CONDUCT TACTICAL OPERATIONS (RAIDS, LARGE SCALE SEARCHES, ETC.)

127. CHECK FOR PROPER REGISTRATION, DRIVERS LICENSE, VEHICLE WEIGHTS, ETC.

Do not answer items 128 - 165 in your **RESPONSE BOOKLET.**

Please mail your completed **RESPONSE BOOKLET** to:

U.S. Department of Justice
Nationwide Law Enforcement Training
Needs Assessment Project
FBI Academy
Quantico, Virginia 22135

A postage paid envelope is enclosed for your convenience.

Thank you for your participation in this most important training needs assessment.

NATIONWIDE LAW ENFORCEMENT TRAINING NEEDS ASSESSMENT RESPONSE BOOKLET

A. DEMOGRAPHICS

1. POSITION RANK TITLE	2. AREA	3.	4. PRESENT AGENCY LAW ENFORCEMENT EXPERIENCE (YRS.)	5. TOTAL LAW ENFORCEMENT EXPERIENCE (YRS.)
00 01 02 03 04 05 06 07 08 09	1 2 3 4 5 6	1 2 3	00 01 02 03 04 05 06 07 08 09	00 01 02 03 04 05 06 07 08 09

6. AGE	7. PRIMARY MISSION	8.	9. TYPE OF AGENCY	10. SWORN OFFICERS
00 01 02 03 04 05 06 07 08 09	1 2 3	1 2 3	1 2 3 4 5 6 7	1 2 3 4 5 6 7 8 9 10 11 12

11.	12.	13. STATE
1 2 3 4 5	1 2 3 4 5 6 7 8 9 10	00 01 02 03 04 05 06 07 08 09

- USE NUMBER 2 PENCIL ONLY
- FILL IN ENTIRE CIRCLE
- ERASE COMPLETELY ANY CHANGES

CORRECT	INCORRECT
● ●	⊘ ⊗ ◕ ⊙ ◔

20066

MAKE NO MARKS IN THIS AREA

B. TASK STATEMENTS

VERY SMALL OR ZERO	SMALL	FAIRLY SMALL	MODER-ATE	FAIRLY LARGE	LARGE	VERY LARGE

a – AMOUNT OF TIME
b – AMOUNT OF HARM
c – SIZE OF GAP

TASK		VS	S	FS	M	FL	L	VL
1	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
2	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
3	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
4	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
5	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
6	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
7	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
8	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
9	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
10	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
11	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
12	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○

TASK		VS	S	FS	M	FL	L	VL
13	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
14	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
15	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
16	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
17	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
18	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
19	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
20	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
21	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
22	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
23	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
24	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○

B. TASK STATEMENTS

VERY SMALL OR ZERO	SMALL	FAIRLY SMALL	MODERATE	FAIRLY LARGE	LARGE	VERY LARGE

a = AMOUNT OF TIME
b = AMOUNT OF HARM
c = SIZE OF GAP

TASK		VS	S	FS	M	FL	L	VL
25	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
26	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
27	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
28	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
29	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
30	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
31	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
32	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
33	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
34	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
35	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
36	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○

TASK		VS	S	FS	M	FL	L	VL
37	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
38	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
39	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
40	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
41	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
42	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
43	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
44	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
45	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
46	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
47	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
48	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○

B. TASK STATEMENTS

VERY SMALL OR ZERO	SMALL	FAIRLY SMALL	MODERATE	FAIRLY LARGE	LARGE	VERY LARGE

a – AMOUNT OF TIME
b – AMOUNT OF HARM
c – SIZE OF GAP

TASK		VS	S	FS	M	FL	L	VL
49	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
50	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
51	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
52	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
53	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
54	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
55	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
56	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
57	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
58	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
59	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
60	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○

TASK		VS	S	FS	M	FL	L	VL
61	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
62	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
63	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
64	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
65	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
66	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
67	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
68	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
69	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
70	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
71	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
72	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○

B. TASK STATEMENTS

VERY SMALL OR ZERO	SMALL	FAIRLY SMALL	MODERATE	FAIRLY LARGE	LARGE	VERY LARGE

a – AMOUNT OF TIME
b – AMOUNT OF HARM
c – SIZE OF GAP

TASK		VS	S	FS	M	FL	L	VL
73	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
74	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
75	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
76	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
77	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
78	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
79	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
80	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
81	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
82	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
83	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
84	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○

TASK		VS	S	FS	M	FL	L	VL
85	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
86	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
87	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
88	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
89	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
90	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
91	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
92	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
93	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
94	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
95	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
96	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○

B. TASK STATEMENTS

VERY SMALL OR ZERO	SMALL	FAIRLY SMALL	MODERATE	FAIRLY LARGE	LARGE	VERY LARGE

a – AMOUNT OF TIME
b – AMOUNT OF HARM
c – SIZE OF GAP

TASK		VS	S	FS	M	FL	L	VL
97	a							
	b							
	c							
98	a							
	b							
	c							
99	a							
	b							
	c							
100	a							
	b							
	c							
101	a							
	b							
	c							
102	a							
	b							
	c							
103	a							
	b							
	c							
104	a							
	b							
	c							
105	a							
	b							
	c							
106	a							
	b							
	c							
107	a							
	b							
	c							
108	a							
	b							
	c							

TASK		VS	S	FS	M	FL	L	VL
109	a							
	b							
	c							
110	a							
	b							
	c							
111	a							
	b							
	c							
112	a							
	b							
	c							
113	a							
	b							
	c							
114	a							
	b							
	c							
115	a							
	b							
	c							
116	a							
	b							
	c							
117	a							
	b							
	c							
118	a							
	b							
	c							
119	a							
	b							
	c							
120	a							
	b							
	c							

B. TASK STATEMENTS

VERY SMALL OR ZERO	SMALL	FAIRLY SMALL	MODERATE	FAIRLY LARGE	LARGE	VERY LARGE

a – AMOUNT OF TIME
b – AMOUNT OF HARM
c – SIZE OF GAP

TASK		VS	S	FS	M	FL	L	VL
121	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
122	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
123	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
124	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
125	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
126	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
127	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
128	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
129	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
130	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
131	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
132	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○

TASK		VS	S	FS	M	FL	L	VL
133	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
134	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
135	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
136	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
137	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
138	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
139	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
140	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
141	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
142	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
143	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
144	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○

B. TASK STATEMENTS

VERY SMALL OR ZERO	SMALL	FAIRLY SMALL	MODERATE	FAIRLY LARGE	LARGE	VERY LARGE

a – AMOUNT OF TIME
b – AMOUNT OF HARM
c – SIZE OF GAP

TASK		VS	S	FS	M	FL	L	VL
145	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
146	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
147	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
148	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
149	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
150	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○

TASK		VS	S	FS	M	FL	L	VL
151	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
152	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
153	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
154	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
155	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○
156	a	○	○	○	○	○	○	○
	b	○	○	○	○	○	○	○
	c	○	○	○	○	○	○	○

157.
(0) (0)
(1) (1)
(2) (2)
(3) (3)
(4) (4)
(5) (5)
(6) (6)
(7) (7)
(8) (8)
(9) (9)

158.
(1)
(2)
(3)
(4)
(5)
(6)
(7)
(8)
(9)
(10)

159.
(0) (0) (0) (0)
(1) (1) (1) (1)
(2) (2) (2) (2)
(3) (3) (3) (3)
(4) (4) (4) (4)
(5) (5) (5) (5)
(6) (6) (6) (6)
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(9) (9) (9) (9)

160.
YES ○
NO ○

161.
YES ○
NO ○

162.
YES ○
NO ○

163.
YES ○
NO ○

164.
(1)
(2)
(3)
(4)

165.
(1)
(2)
(3)
(4)

NATIONWIDE LAW ENFORCEMENT TRAINING NEEDS ASSESSMENT

COMMENT FORM

This form is for use by individuals wishing to comment on the training needs assessment forms or process. If you use this comment form, please return it at the same time you return your **RESPONSE FORM.** Thank you.

APPENDIX B

FOLLOW-UP LETTER

U.S. Department of Justice

Federal Bureau of Investigation

In Reply, Please Refer to
File No.

FBI Academy
Quantico, Virginia 22135

March 8, 1983

Dear Law Enforcement Colleague:

During the first week in February, a Nationwide Law Enforcement Training Needs Assessment survey packet was mailed to your agency.

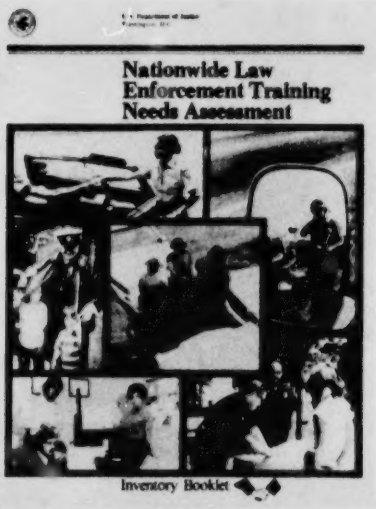
If you have already completed the Response Booklet and returned it to us, please accept our sincere thanks. If not, please do so today. As mentioned in the original mailing, the Response Booklet should be completed by your agency's Chief Executive Officer or a designee who is knowledgeable of your agency's field operations activities.

Your prompt attention to this matter will be greatly appreciated.

Sincerely yours,

James D. McKenzie
Assistant Director

Note: If by some chance you did not receive the survey packet, or if it has been misplaced, please notify us by refolding this letter so that the Business Reply address is on the outside and placing the letter in the mail. A replacement survey packet will be mailed to you.



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FBI Academy
Quantico, Virginia 22135

APPENDIX C

RANK ORDER LISTING FOR 127 ACTIVITIES

- Training Priorities for Municipal and County Police Agencies and Sheriff's Departments with 500 or more Sworn Personnel

- Training Priorities for Municipal and County Police Agencies with fewer than 500 Sworn Personnel, City Transit and City Port Authorities and Other Agencies not elsewhere specified

- Training Priorities for Sheriff's Departments with fewer than 500 Sworn Personnel

- Training Priorities for State Police/ Highway Patrol Agencies

ACTIVITY RANK ORDER FOR MUNICIPAL POLICE DEPARTMENTS WITH 500 OR MORE SWORN PERSONNEL, SHERIFF'S DEPARTMENTS WITH 500 OR MORE SWORN PERSONNEL, AND COUNTY POLICE DEPARTMENTS WITH 500 OR MORE SWORN PERSONNEL* (n = 869)

Activity Rank Order	Activity #	Composite Score	Activity Rank Order	Activity #	Composite Score
1	85	17.58	33	1	3.00
2	72	12.48	34	69	2.97
3	18	10.39	35	20	2.94
4	27	10.07	36	89	2.93
5	12	9.71	37	102	2.77
6	24	9.46	38	19	2.75
7	15	7.54	39	56	2.63
8	76	7.41	40	59	2.62
9	99	6.92	41	35	2.45
10	83	6.68	42	88	2.31
11	11	6.35	43	32	2.25
12	115	6.31	44	100	2.20
13	61	6.21	45	2	2.10
14	49	6.17	46	26	2.04
15	30	5.80	47	126	1.85
16	84	5.70	48	42	1.82
17	33	5.62	49	107	1.68
18	48	5.44	50	112	1.66
19	39	5.24	51	106	1.55
20	38	5.18	52	17	1.28
21	4	4.93	53	25	1.18
22	51	4.65	54	104	.78
23	118	4.61	55	28	.61
24	78	4.48	56	95	.58
25	62	4.18	57	54	.51
26	74	4.17	58	6	.46
27	58	4.00	59	75	.33
28	120	3.86	60	14	.00
29	87	3.77	61	9	-.01
30	73	3.38	62	71	-.04
31	109	3.13	63	55	-.22
32	92	3.09	64	10	-.26

*Composite scores within .06 of one another can be considered ties.

ACTIVITY RANK ORDER FOR MUNICIPAL POLICE DEPARTMENTS WITH 500 OR MORE SWORN PERSONNEL, SHERIFF'S DEPARTMENTS WITH 500 OR MORE SWORN PERSONNEL, AND COUNTY POLICE DEPARTMENTS WITH 500 OR MORE SWORN PERSONNEL* (n = 869) (Continued)

Activity Rank Order	Activity #	Composite Score	Activity Rank Order	Activity #	Composite Score
65	105	-.28	97	113	-3.60
66	16	-.32	98	81	-3.63
67	70	-.53	99	40	-3.68
68	5	-.75	100	22	-3.78
69	57	-.81	101	52	-3.85
70	8	-.91	102	110	-3.87
71	93	-.91	103	47	-3.89
72	53	-.97	104	45	-4.08
73	111	-.99	105	82	-4.33
74	79	-1.00	106	94	-4.42
75	117	-1.07	107	23	-4.48
76	3	-1.14	108	124	-4.52
77	86	-1.20	109	90	-4.53
78	44	-1.57	110	13	-4.71
79	21	-1.79	111	50	-4.74
80	43	-1.89	112	119	-4.81
81	108	-2.02	113	37	-4.86
82	31	-2.07	114	46	-5.31
83	68	-2.39	115	96	-5.35
84	41	-2.43	116	122	-5.46
85	127	-2.61	117	80	-5.49
86	29	-2.83	118	121	-5.70
87	123	-2.88	119	63	-6.11
88	114	-3.04	120	60	-7.81
89	97	-3.07	121	91	-8.72
90	66	-3.12	122	65	-9.32
91	36	-3.13	123	103	-10.51
92	67	-3.13	124	116	-11.39
93	34	-3.14	125	125	-11.88
94	64	-3.33	126	7	-13.63
95	77	-3.33	127	98	-13.78
96	101	-3.34			

*Composite scores within .06 of one another can be considered ties.

ACTIVITY RANK ORDER FOR MUNICIPAL AND COUNTY POLICE DEPARTMENTS WITH FEWER THAN 500 SWORN PERSONNEL, TRANSIT, PORT, AND OTHER AGENCIES* (n = 5,851)

Activity Rank Order	Activity #	Composite Score	Activity Rank Order	Activity #	Composite Score
1	85	12.77	41	59	2.75
2	12	9.72	42	48	2.61
3	27	9.55	43	16	2.58
4	72	9.23	44	55	2.57
5	18	8.57	45	120	2.52
6	15	7.40	46	88	2.30
7	61	6.58	47	95	2.21
8	1	6.41	48	100	2.01
9	115	6.40	49	89	1.84
10	39	6.38	50	107	1.83
11	99	6.27	51	106	1.73
12	118	6.17	52	53	1.65
13	73	6.16	53	10	1.63
14	24	6.11	54	42	1.62
15	11	5.61	55	20	1.55
16	76	5.46	56	104	1.40
17	69	5.26	57	28	1.23
18	49	5.21	58	111	1.10
19	83	5.11	59	17	1.07
20	78	4.84	60	123	.74
21	4	4.84	61	93	.69
22	33	4.78	62	109	.60
23	74	4.76	63	34	.46
24	38	4.68	64	54	.43
25	30	4.63	65	14	.06
26	62	4.51	66	79	.06
27	35	4.31	67	126	.04
28	92	4.22	68	117	-.40
29	51	4.10	69	57	-.41
30	58	3.95	70	6	-.55
31	19	3.82	71	21	-.57
32	87	3.79	72	68	-.95
33	112	3.62	73	86	-1.21
34	32	3.58	74	127	-1.24
35	26	3.45	75	64	-1.26
36	84	3.39	76	75	-1.41
37	102	2.93	77	105	-1.48
38	2	2.87	78	25	-1.54
39	70	2.84	79	110	-1.58
40	56	2.83	80	3	-1.93

*Composite scores within .02 of one another can be considered ties.

ACTIVITY RANK ORDER FOR MUNICIPAL AND COUNTY POLICE DEPARTMENTS WITH FEWER THAN 500 SWORN PERSONNEL, TRANSIT, PORT, AND OTHER AGENCIES* (n = 5,851) (Continued)

Activity Rank Order	Activity #	Composite Score	Activity Rank Order	Activity #	Composite Score
81	71	-1.98	105	37	-4.09
82	108	-2.04	106	43	-4.45
83	22	-2.10	107	122	-4.56
84	5	-2.13	108	80	-4.61
85	97	-2.20	109	44	-4.83
86	9	-2.31	110	8	-5.14
87	114	-2.46	111	121	-5.19
88	41	-2.53	112	124	-5.19
89	94	-2.62	113	119	-5.23
90	101	-2.90	114	45	-5.80
91	13	-3.02	115	46	-6.06
92	90	-3.23	116	50	-6.38
93	52	-3.31	117	113	-6.43
94	40	-3.32	118	96	-6.89
95	47	-3.45	119	60	-7.25
96	82	-3.45	120	63	-7.69
97	81	-3.51	121	91	-8.75
98	66	-3.52	122	116	-10.36
99	67	-3.59	123	65	-11.16
100	36	-3.64	124	125	-11.16
101	77	-3.65	125	103	-11.52
102	31	-3.70	126	98	-12.22
103	29	-3.78	127	7	-14.38
104	23	-4.04			

*Composite scores within .02 of one another can be considered ties.

ACTIVITY RANK ORDER FOR SHERIFF'S DEPARTMENTS WITH FEWER THAN 500 SWORN PERSONNEL (n = 1,315)

Activity Rank Order	Activity #	Composite Score	Activity Rank Order	Activity #	Composite Score
1	85	10.94	41	106	3.56
2	12	9.22	42	4	3.50
3	27	8.68	43	102	3.03
4	72	7.02	44	56	2.96
5	15	6.69	45	88	2.64
6	18	6.68	46	98	2.19
7	1	6.51	47	59	2.13
8	73	6.32	48	42	1.82
9	61	6.22	49	89	1.52
10	39	6.21	50	48	1.42
11	115	6.00	51	113	1.39
12	32	5.76	52	100	1.33
13	69	5.44	53	120	1.32
14	99	5.42	54	17	1.27
15	35	5.15	55	54	1.15
16	51	5.00	56	107	1.05
17	87	4.96	57	84	.96
18	11	4.95	58	104	.74
19	30	4.83	59	126	.70
20	76	4.76	60	101	.70
21	49	4.73	61	123	.58
22	10	4.69	62	5	.52
23	24	4.62	63	95	.41
24	19	4.58	64	22	.31
25	78	4.52	65	20	-.06
26	13	4.49	66	105	-.09
27	53	4.46	67	80	-.22
28	70	4.45	68	109	-.28
29	74	4.36	69	28	-.52
30	16	4.22	70	14	-.53
31	62	4.08	71	114	-.57
32	92	4.01	72	64	-.59
33	118	4.01	73	2	-.61
34	55	4.00	74	86	-.63
35	38	3.99	75	68	-.78
36	112	3.96	76	34	-1.06
37	83	3.89	77	6	-1.11
38	26	3.87	78	75	-1.40
39	33	3.82	79	111	-1.51
40	58	3.77	80	3	-1.67

*Composite scores within .05 of one another can be considered ties.

ACTIVITY RANK ORDER FOR SHERIFF'S DEPARTMENTS WITH FEWER THAN 500 SWORN PERSONNEL (n = 1,315) (Continued)

Activity Rank Order	Activity #	Composite Score	Activity Rank Order	Activity #	Composite Score
81	79	-2.04	105	8	-4.78
82	108	-2.06	106	31	-4.82
83	29	-2.10	107	127	-4.86
84	97	-2.13	108	46	-4.91
85	25	-2.20	109	9	-5.05
86	90	-2.46	110	122	-5.07
87	71	-2.46	111	40	-5.53
88	82	-2.56	112	117	-5.60
89	47	-2.57	113	77	-5.66
90	52	-2.66	114	23	-5.87
91	116	-2.96	115	45	-6.20
92	110	-2.97	116	50	-6.24
93	21	-3.32	117	36	-6.63
94	57	-3.32	118	94	-7.02
95	121	-3.61	119	67	-7.02
96	37	-3.75	120	60	-7.15
97	93	-3.81	121	63	-7.71
98	43	-3.81	122	44	-7.71
99	81	-3.93	123	96	-7.89
100	119	-4.06	124	7	-10.08
101	41	-4.12	125	103	-10.42
102	66	-4.14	126	125	-11.65
103	124	-4.19	127	65	-13.24
104	91	-4.55			

*Composite scores within .05 of one another can be considered ties.

ACTIVITY RANK ORDER FOR STATE POLICE/HIGHWAY PATROL AGENCIES*
(n = 365)

Activity Rank Order	Activity #	Composite Score	Activity Rank Order	Activity #	Composite Score
1	85	16.91	41	104	2.52
2	72	12.11	42	78	2.44
3	27	11.04	43	57	2.15
4	24	9.46	44	110	1.83
5	18	8.50	45	93	1.81
6	12	8.30	46	69	1.79
7	15	6.62	47	20	1.74
8	33	6.14	48	35	1.73
9	11	6.08	49	126	1.68
10	76	5.96	50	102	1.53
11	49	5.93	51	19	1.49
12	84	5.76	52	100	1.47
13	115	5.11	53	5	1.35
14	48	5.02	54	127	.75
15	118	5.00	55	9	.65
16	83	4.93	56	56	.60
17	30	4.81	57	42	.59
18	32	4.80	58	28	.47
19	61	4.77	59	8	.39
20	38	4.76	60	21	.38
21	39	4.56	61	26	.25
22	51	4.48	62	107	.17
23	92	4.07	63	17	.14
24	58	4.05	64	113	.06
25	87	3.91	65	44	-.01
26	109	3.90	66	10	-.11
27	62	3.75	67	94	-.17
28	120	3.68	68	1	-.39
29	88	3.67	69	54	-.40
30	59	3.59	70	70	-.43
31	4	3.52	71	40	-.43
32	99	3.33	72	86	-.47
33	111	3.23	73	16	-.49
34	105	3.10	74	79	-.73
35	73	3.10	75	53	-.74
36	89	2.92	76	55	-.81
37	6	2.77	77	112	-.86
38	117	2.71	78	23	-1.26
39	106	2.67	79	75	-1.29
40	74	2.65	80	2	-1.37

*Composite scores within .09 of one another can be considered ties.

ACTIVITY RANK ORDER FOR STATE
POLICE/HIGHWAY PATROL AGENCIES*
(n = 365) (Continued)

Activity Rank Order	Activity #	Composite Score	Activity Rank Order	Activity #	Composite Score
81	25	-1.38	105	67	-3.76
82	123	-1.42	106	82	-3.87
83	97	-1.47	107	121	-3.99
84	43	-1.89	108	45	-4.12
85	101	-2.16	109	64	-4.36
86	3	-2.17	110	63	-4.88
87	114	-2.24	111	37	-5.15
88	29	-2.27	112	31	-5.19
89	22	-2.43	113	36	-5.35
90	95	-2.44	114	55	-5.70
91	41	-2.45	115	122	-5.71
92	71	-2.69	116	46	-5.98
93	68	-2.93	117	96	-6.10
94	80	-3.30	118	50	-6.23
95	124	-3.42	119	34	-6.52
96	108	-3.46	120	60	-6.98
97	52	-3.48	121	13	-7.38
98	119	-3.50	122	91	-9.13
99	66	-3.56	123	103	-10.49
100	14	-3.57	124	116	-11.62
101	47	-3.58	125	125	-11.95
102	77	-3.60	126	98	-13.74
103	90	-3.73	127	7	-14.62
104	81	-3.75			

*Composite scores within .09 of one another can be considered ties.